



TWO LECTURES  
ON  
The Revised Covenant  
of  
The League of Nations

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LECTURE I.  
The Corporate Character of the League of Nations

LECTURE II.  
The Treaty-making Power under the Constitution of the  
United States

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THE LARGEST OF NATIONS  
THE HISTORY OF THE  
UNITED STATES

BY  
JAMES M. SMITH

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# THE REVISED COVENANT

OF THE

## LEAGUE OF NATIONS\*

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### LECTURE I.

#### THE CORPORATE CHARACTER OF THE LEAGUE OF NATIONS.

If language is to have any exact meaning, it cannot be pretended that a League of Nations can be identified with the entire Society of States. Sovereign States, under the Law of Nations as it exists, are equal before the law, regardless of their military power, physical magnitude, or economic importance. They are to be treated under International Law as legal persons, possessing rights inherent in their sovereignty, which all civilized nations are bound to respect.

The work in which the Conference at Paris has been engaged is not, properly speaking, the formation of a universal Society of States, such as that contemplated by International Law, but the creation of a predominant group within this more general association.

In the minds of those who are the most active in commending this League, there is apparently no very precise conception of its real nature. They have spoken alternately of a "Treaty," of a "Covenant," and of a "Constitution," without making any distinction between them, or seeming to realize that this is a matter of the least importance. To them it is an agreement to end war; and they appeal for support on this ground, with little regard to the obligations involved or the ultimate consequences which may follow from accepting them.

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When it is pointed out that participation in this League, in the form proposed, might prove disadvantageous to the United States, some of its advocates reply, "After all, it is only a treaty, and a treaty can be abrogated at any time."

This assumption is based on the statement in the Constitution of the United States, that "All treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land." Being a law, it is contended, a treaty may be nullified by any subsequent law which contradicts its provisions or prevents the execution of them; and such a law it is always within the power of Congress to enact.

If this were the nature of treaties made by the United States of America with other nations, it would be difficult to find any others that would care to enter into treaty relations with the United States. By asserting it, we should put ourselves on a lower level of ignominy and dishonor than that which Germany has occupied, and which we have denounced with bitter scorn; for we should be, in effect, declaring that we regard a solemn compact as "a scrap of paper," not because of changed circumstances or national necessities, but because it was intended that it might be nullified even before it was signed.

A treaty, even the least important, is something more than a law; it is a contract. However the legal effect of such a document might be changed, as a contract it is not affected by a change in the law; and it cannot be denounced, except by its own specified termination or the consent of the other contractants, without incurring the hostility of those who insist upon the fulfilment of its obligations. The only remedy for this default is war, and the non-performance of the obligations of the contract is a legitimate *casus belli*.

It may, indeed, be said that there have been instances of failure to keep treaty engagements, which have been nullified either by the refusal to pass the laws necessary to the execution of the treaty, or by the enactment of legislation forbidding the acts which it requires. But the United States has never done this in the case of any Great Power able to enforce the obligation thus repudiated. It would have been a simple matter, for example, to pass the necessary legislation and proceed to the building of an isthmian canal, regardless of the famous Clayton-Bulwer treaty with



Great Britain. It was, however, never claimed that an act of legislation by the Congress of the United States could absolve this country from the embarrassing obligations of that treaty; although it could have been argued that it was already invalidated by acts performed by Great Britain. But so long as those arguments were not accepted by the other contractant, it was necessary to admit that a denunciation of the treaty would have been a breach of faith and even a *casus belli* had Great Britain chosen to consider it in that sense. It is futile, therefore, to maintain that treaties may be abrogated by a unilateral legislative act.

It may be said of the proposed League of Nations, although the word Constitution is now omitted, that it is much more than a mere treaty involving mutual obligations. It is spoken of as a "Covenant," but it is much more than an assemblage of reciprocal promises. If the League were a mere pledge to do or not to do certain things, it would never have seemed to require a "Constitution," which implies the creation of a new entity, something which can perform certain actions by itself; and, beyond all possible contradiction, this League is such an entity, and is endowed with powers of immense consequence which prior to its creation have never had a legalized existence.

Perhaps the most important of all the considerations thus far emphasized by those who have discussed this project of a League is the legal interpretation of the original form of this document made by Mr. Justice Stafford, of the Supreme Court of the District of Columbia, in his discriminating analysis. He finds it to be not merely a treaty of alliance or agreement to preserve peace, but the creation of a corporate entity possessing not only advisory but strictly governmental powers. He considers that these powers may come into conflict with those of the separate governments that enter into the League. That is a question which I shall not discuss at this time; but I shall undertake to show that the League, even in its revised form, as a distinct corporate entity, exercising a will not identical with that of all the separate members, is organized with power to coerce other States not belonging to it, to act under its own rules and by its own judgment, and even to dictate the form of government and degree of authority to be exercised over wide areas and great populations subjected to its control. Whatever ambiguities this document may contain—and they are many—upon these subjects it is unequivocal.

If the League were based merely on a "Covenant," the mutual agreements would be the whole substance of the docu-



ment. But this is by no means the case. The League of Nations, as here planned, is not a federation, in which the component States are combined into a new political organism. It is an autonomous corporation, endowed with its own organs of action. Its being and its powers, when once constituted, would persist if a great part of the constituents should perish.

A mere agreement between sovereign States for their mutual defense, like that in Article X, requires no such organic law. An agreement implies merely an assent, an association, or a partnership of persons, natural or legal, for certain specified purposes, which may terminate when its ends have been accomplished by the performance of certain definite acts on the part of the contractants thus making the agreement. This so-called Covenant is not such an agreement or partnership. It creates a new legal person, acting by itself in a manner to be determined by itself, and in accordance with rules to be devised by itself. It creates a body, at first called the Executive Council, which, in turn, chooses and directs its own organs of action, defines their rights and duties, and confers new authority upon them. It creates obligations on the part of the nations composing the League which these nations owe not to one another but to the League, as a distinct and separate legal person, who can call them to account for non-performance of duty and inflict punishment upon them. It attributes to the League as a corporate entity, powers which, under International Law, the separate States do not, either singly or in combination, themselves possess; thus creating an *imperium* over States not belonging to the League, which is empowered to coerce and punish them for not submitting to its decisions. The duties of the officers of the League are duties to the League, not to the component States, which cannot separately hold them to accountability or punish them for excesses or disobedience. The League is empowered to govern through its mandataries certain colonies and territories acquired by conquest. These mandataries are required to exercise their authority, which is derived entirely from the League, as explicitly directed by the Council in a special "Act or Charter"; (The words of the original draft. The words are omitted in the revision, but the intention is not changed. See Article XXII, next to last paragraph) which is, in effect, a royal prerogative, such as that which the Kings of England exercised in granting colonial charters in America.

From this enumeration of powers it is evident that the League created by this Constitution is not merely a cor-



porate entity but in effect a super-government. If a sovereign State, cited to appear as provided under Article XVII, should refuse the "invitation," and commit a breach of Article XII, all the provisions of Article XVI would become applicable to it. All the members of the League would then be in a state of war with the offending State. If it continued to be refractory, and refused to yield its independence by submitting to the decision of the Executive Council, the League would make war upon it. If the result should be subjugation and conquest, the occasion would arise for designating a mandatary; and the *imperium* of the League would thus be imposed upon the conquered State. That a defenseless State would probably prefer obedience to conquest does not in the least modify the imperial character of the League.

When we pass from the general nature of the League of Nations to examine more closely the extent and character of the powers possessed by the League, as a corporate entity, it is evident that, if these powers are real and become operative, and are not merely advisory or minatory, they derogate materially from the independence and sovereignty of the States composing the League. If, on the other hand, these powers are not real and operative, but merely advisory, then the League possesses only an apparent but altogether illusory authority.

The ambiguity of this document, as originally worded, whether called a "Covenant" or a "Constitution," is generally admitted. It has received from persons supposed to be competent diametrically opposite interpretations, and such conflicting views have been expressed even by the same person, at different times, and upon different occasions.

More precision is still necessary regarding the exact force of the expression "recommend." When so serious a matter as the punishment or compulsion of a refractory State comes up for action, the Council is to "recommend" what effective military or naval force the members of the League shall severally contribute to the armed forces to be used to protect the Covenant of the League (Article XVI).

Is it conceivable that such a contribution, thus demanded, can honorably be refused? To what purpose, then, is the recommendation made, or authorized? Such a refusal would have two effects; it would produce among members a general condemnation of the delinquent Power for failure



to support the League; and it would render the Executive Council derisory as an organ of executive action. No self-respecting man would long consent to retain an office of such responsibility when its purpose was thus treated with contempt and left ineffective.

We must assume, therefore, that, while terms of courtesy are employed in this document, the "recommendations" of the Council are to be respected; and that no obstacles of the nature of mere expense, inconvenience, or national preference are to be placed in the way of their prompt and effective execution. It should, then, be clearly understood that this virtually terminates the independent foreign policy of the separate members of the League, and places the guidance and control of strictly foreign affairs in the hands of a Council, in which the United States has but a single voice, and we do not know what voice it may be, while there are eight others that may assent or oppose. If decisions were made by a majority, the American member might be at any time overruled. If they are to be made by unanimity, as for most cases is now proposed, he could prevent undesirable action; but the League could seldom hope to arrive at any positive conclusion, and the *liberum veto* would virtually paralyze all policy whatever.

We are here confronted with the question, whether or not the League, as finally proposed, offers any promise of being really effective. Between free self-governing nations on the one hand and a super-government on the other, there is no intermediate condition, no third alternative. It is a case of what the logicians call "excluded middle." It is a choice between "free" and "not-free."

There is, no doubt, a possible case of international understanding which does not involve this dilemma. A declaration of principles, with a solemn pledge to support them, does not necessarily create a super-government, and would leave the nations making the declaration free. But there is in this Covenant no such declaration. The determination to treat persistently turbulent or aggressive States as public enemies, and to declare that they should be suppressed, would involve no limitation of national freedom. An agreement between nations to arbitrate justiciable differences, not to make war upon one another without cause, and to submit what they believe to be just causes to examination and mediation, would involve no alienation of sovereignty. A combination of all these "covenants," if one chooses to call them by this name, would be a durable and effective



"Entente of Free Nations"; that is, a mutual understanding and agreement that certain principles are to be sacredly respected and defended, leaving the decision of the manner of action to the participants, in view of the circumstances that may arise.

As between the actual co-belligerents of the existing Entente, such a covenant is possible and desirable; and the proof of it is that it has freely come into existence, has won the war, and is capable of making peace. There can, therefore, be no doubt regarding its effectiveness. It was conceived in freedom, and it should be perpetuated with honor. It may be said—indeed, it is sometimes insisted upon—that an Entente of Free Nations is precisely what the League is intended to be. It is impossible to give the Covenant of the League of Nations this interpretation. The League professes to bind its members to united action, and it is in the next breath pretended that there is nothing binding about it! The choice must be made, and it is important that it should be clearly understood. Does the League invite, or does it command? If it only invites, it is not a League. If it commands, it is a super-government.

If it is not a super-government, if the Executive Council cannot bring an army into the field to enforce its decisions, the provisions of this Covenant create enormous risks and positive dangers. Although it is one of the alleged objects of this League to prevent war, war is not only distinctly provided for, but the occasions when it must occur are plainly indicated and are even rendered necessary. Suppose one of these occasions to arise, which may easily happen through a misunderstanding or even a misrepresentation, when another procedure might avert it; having foreordained the war by prescription, having defined the circumstances in which it *must* occur, what becomes of the League if the recommendation of the Executive Council is not promptly and effectively followed?

The truth is, if the conditions in which military action, or even economic action, will be unitedly undertaken are distinctly prescribed beforehand, when that action is called for it must be taken, or the whole plan is ridiculous. The same cannot be said of an Entente, which lays down certain principles which it agrees to support and maintain. It does not say that, in such and such conditions, it will act thus and so. It says, We stand for the arbitration of justiciable disputes, for International Law as a standard of



conduct, for a court of justice, for conciliation and mediation, and we shall both respect and support these purposes. If you make war and disregard the rights of humanity, we are against you. We do not tell you now what we shall do; but we shall do what we think right, as we have in the Great War. You may judge for yourself whether you want the United States on your side. We are with all of you, so long as you live according to law; but we shall stand for the law.

No one can carefully examine this Covenant without discerning that it is the work of politicians and not the work of jurists. They have created an organ of power, but not an institution of justice. They have not distinctly recognized any rights, or made any provision for determining them on judicial grounds.

As Mr. Elihu Root has well said of the original draft:

"The scheme practically abandons all efforts to promote or maintain anything like a system of International Law or a system of arbitration, or of judicial settlement, through which a nation can assert its legal rights in lieu of war. It is true that Article XIII mentions arbitration and makes the parties agree that whenever a dispute arises which they recognize to be suitable for submission to arbitration they will submit it to a court 'agreed upon by the parties.' That, however, is merely an agreement to arbitrate when the parties choose to arbitrate, and it is therefore no agreement at all. It puts the whole subject of arbitration back where it was twenty-five years ago.

"Instead of perfecting and putting teeth into the system of arbitration provided for by The Hague conventions it throws those conventions upon the scrap heap. By covering the ground of arbitration and prescribing a new test of obligation it apparently by virtue of the provisions of Article XXV abrogates all the 200 treaties of arbitration by which the nations of the world have bound themselves with each other to submit to arbitration all questions arising under International Law, or upon the interpretation of treaties.

"It is to be observed that neither the Executive Council nor the Body of Delegates to whom disputes are to be submitted under Article XV of the agreement is in any sense whatever a judicial body nor an arbitral body. Its function is not to decide upon anybody's right.

"This is a method very admirable for dealing with political questions; but it is wholly unsuited to the determination of questions of right under the Law of Nations."



The attitude of this Covenant, even in its revised form, toward International Law is, indeed, surprising. It nowhere makes reference to it, except briefly in the Preamble; and it does not even there commit itself to the support of it or the improvement of it. It speaks of "understandings of International Law," but it does not admit the authority of International Law as an accepted *corpus juris* to which civilized nations have already agreed. It does not state whose "understandings" are to be applied, and it does not inform us where or how any "understandings" are to be obtained. It leaves the subject with ground for inference that they are to be discovered, if at all, only in its own decisions.

In view of the fact that the League as it will be constituted is an exclusive corporation, to which only those it is willing to receive can be admitted, it is evident that by itself it will not be a body competent to make laws. It will probably consist, if it comes into existence, of a minority of the sovereign States of the civilized world. Even if it were a majority it would not be sufficient. It may through its preponderance of power be able to command, and even to enforce its will, but law does not rightly issue from mere power, or rest on power. It can never justly claim obedience merely because it is an expression of somebody's will. It must be the offspring of reason, or it cannot claim to be law in any true juristic sense. It will remain only policy.

There is in the Covenant no provision for a legislative body. Neither the Council nor the Assembly is such a body. They do not claim to be, yet they propose to decide and to enforce their decisions. The Council gives or withholds its "permission." It proposes to settle disputes "upon such conditions as the Council may deem just," and to apply its provisions "with such modifications as may be deemed necessary by the League." It even summons other States, not members of the League, having disputes either with members of the League or with States not members of the League, to appear before it, to accept its judgment, and to become subject to the provisions of this Covenant.

In order that my affirmation on this point may not stand alone, I quote the following statement from one of the ablest advocates of the League, whose eminence as a lawyer no one will dispute, Mr. Henry W. Taft. Commenting on Article XVII, he says:

"This article is designed to bring to bear upon the States which do not become members of the League the coercive



effect of the covenants so as to prevent disputes among them from leading to war. It provides for cases of dispute between a member and a non-member and between States which are non-members. For the sole purpose of the settlement of the dispute, non-members are invited to become members of the League, and upon the acceptance of such invitation an investigation and a recommendation is made by the Executive Council. In case a non-member State refuses to accept the invitation and thus to subject itself to the provisions of Article XII, postponing the commencement of war, the member nations agree to apply to the refusing State the boycott provided for in the first paragraph of Article XVI. Thus the drastic measures of that article will be resorted to for the purpose of preventing war, not alone among members of the League, but also among all the nations of the earth. Article XVII also provides that where two non-members refuse to accept the invitation to assume the obligations of membership for the purposes of the dispute, the Executive Council may take such action and make such recommendations as will prevent hostilities and result in the settlement of the dispute."

By what principles of law does the Council of this League "bring to bear the coercive effect of the covenants" upon States that do not belong to the League, citing a State to appear before it even before any violation of International Law has been committed?

Nominally, no doubt, it does this in the interest of peace; and I shall not deny that this interest may be so great that the effort to settle a dispute should be made, but this right of coercion by a self-constituted body has no justification in law, as International Law now exists, nor is there here any means proposed to secure the recognition of such coercion as a legal right.

It may, of course, be that the will of the Council of this League will always be a righteous will; but it cannot be denied that, if it is to be exercised in this manner, it is an imperious will. It can be justified only by the assumption that the League possesses an *imperium* over States outside its membership. It claims a sovereignty that nullifies the sovereignty of the States which it summons for judgment, for it insists that, unless its judgment is accepted, the League will enforce it by war.

A State which is a member of the League—especially a very powerful State—may on complaint, under this Covenant,



bring any other nation into its own court in a dispute of which it is itself the author. Thus a European government might bring a case against the Republic of Cuba, for the recovery of debts dating from the Spanish occupation, in which technically Cuba would be held liable for the payment of securities issued to oppress her people and prevent her independence. If the case were submitted, a European court might justify the claim; at least, I know of jurists who believe it would be thus collectible. Should Cuba be advised to accept a trial in such a case?

In this connection the question inevitably arises, How far would the mere policies of the League become, in its own understanding, identified with International Law, as its Executive Council would apply it? By what code, or rules, or standards of international conduct would this council render its decisions? If the answer is, by the principles and maxims of International Law at present generally accepted, its procedure in citing nations not members of the League, as we have seen, would be illegal. It would, therefore, undoubtedly undertake to alter, and even to create, rules of law. By what authority could a limited number of Powers do this? And what would the attitude of independent sovereign States outside of this League—which would probably for some time, and possibly always, constitute the minority of States—continue to be? Could they accept decisions regarding the principles and maxims of International Law, arbitrarily made by a limited body in which they were wholly without representation?

The policy of the League appears to be that neutrality is to be abolished. That is the assumption underlying the President's abandonment of the "freedom of the seas," and his acceptance of Great Britain's retention of her supremacy at sea, on the ground that when the League comes into being there are to be no neutrals. But who can affirm that there are to be no neutrals? By what right can this League declare that there are no neutrals? And if there are neutrals, what is to become of the existing rights of neutrals under International Law? Is neutral territory no longer to be inviolable? Are the armies of the League to march freely against its enemies across neutral territory, without regard to the wishes of neutral States? Are there to be no neutral rights on the sea? What is to happen when the League declares an economic boycott against an offending State? Are all States, even the neutralized, like Switzerland, which desires to retain that status, to be compelled to observe it?



According to International Law as it exists, and is now understood, the rights of neutrals on the sea are definitely recognized. Has any single group of nations, or a league created by them, acting as a corporate entity, the right either morally or in a jural sense, to violate or arbitrarily to abrogate the laws protecting them?

The attitude of Switzerland on this point has been affirmed by the Swiss Confederation in a separate plan for a League of Nations completed in January, 1919. In the sixth article it is demanded that the "permanent neutrality" of Switzerland, and also of other States which desire to maintain neutrality, shall continue to be recognized; and it is declared: "The territory of these States is inviolable and shall always remain outside military operations, in case of wars in which States not forming a part of the League of Nations participate, as well as when military measures are taken by members of the League itself, in order to secure respect for law or the maintenance of peace." It is, therefore, obvious that the Swiss Confederation cannot accept the proposed Constitution of the League, if Article XVI retains the clause in which the members agree that "they will take the necessary steps to afford passage through their territory to the forces of any members of the League which are co-operating to protect the covenants of the League." Furthermore, Switzerland declares her intention to protect her territory with force of arms.

The three Scandinavian Kingdoms—Sweden, Denmark and Norway—have also, in January, 1919, prepared a separate project of an "International Juridical Organization," in which a protest is offered against an "international parliament" which would constitute an "authority superior to the States"; and it is declared that the small States, in particular, would offer "energetic opposition," if an attempt were made in an association of this kind following any system whatever implying a "graduated scale" in the classification of States.

The so-called secondary States are evidently resolved to oppose an attempt to deny their right of neutrality or to create International Law without their consent, as this League of Nations may undertake to do.

If this group, or this artificial entity, has the physical strength to do so, it can undoubtedly violate these rights and disregard existing laws; but it would be possible to do so only by *force majeure*—by the exercise of arbitrary power in defiance of law.



This is imperialism. It may be well-meaning—imperialism always pretends to be benevolent—but if the war in which we have participated was a war to destroy imperialism, and to establish the self-determination of free nations under law, which should be the expression of their consent, a plan which merely establishes a composite imperialism, the arbitrary power of a single group of nations, would be not a victory for freedom, but its defeat.

The contention that this Covenant creates an *imperium* does not rest alone on its attitude toward States outside the League. Under Article XXII the Council undertakes to govern, through its appointed agents, vast areas and numerous populations. It may govern well, or it may govern ill, but it assumes the right to govern.

Whence does the Council derive its right to issue mandates, "according to the stage of the development of the people, the geographic situation of the territory, its economic conditions, and other similar circumstances"? It is true, as it is alleged, that the wishes of these communities, in the case of the Turkish Empire, must be a principal consideration in the selection of the mandatory Power; but in the case of those in Africa or in the South Pacific, although certain rights of the population are recognized, and "equal opportunities for the trade and commerce of other members of the League," *but not of others*, are secured, they fall completely under the sovereignty of the League. Full sovereignty is surrendered to it, and it becomes, as a corporation, a sovereign Power. Or is it possible that this sovereignty is some time in the future to be reclaimed by the separate conquerors? For the present, at least, this sovereignty is so complete that, as the Constitution provides, "The degree of authority, control, or administration to be exercised by the mandatory, shall if not previously agreed upon by the members of the League be explicitly defined in each case by the Council." (The original act says, "in a special Act or Charter.") Can it be held, in the light of this, that the League, which is perpetual, is not in law a new sovereign and imperial Power? Or must this transfer of power be classed as a wholly lawless proceeding?

We must, no doubt, admit that there are "backward peoples," as they are called. Confessedly, they present a difficult problem to solve. It may be that this is, on the whole, the best solution of it; but the questions of duty and of responsibility arising out of it are very serious, especially for a people bred to consider and respect the love of freedom. We have been



forced to accept the "white man's burden" in the Philippines and elsewhere, but we have never rejoiced in the necessity, and we have never approached our task in an imperial spirit, although we cannot deny that the attempt to rule a subject race involves the exercise of an *imperium*.

It is, no doubt, better for us as a people that we should never again undertake an imperial partnership. We had a woeful experience in the Samoan Islands, and we were glad to get out of it without involving ourselves, as we came near doing, in a scene of continuous bloodshed brought on by intrigue. As President Cleveland said of our experiment, in a message to Congress: "This incident and the events leading up to it signally illustrate the impolicy of entangling alliances with foreign Powers." If anyone wishes to know what the responsibilities of a mandatary under the Executive Council of the League might involve, let him read the pathetic story of the disappointment of the Samoans in their civil wars and their descent from the promise of autonomy to the complete deprivation of their rights, as related by Fletcher Johnson in his history of "America's Foreign Relations." "The United States," he writes, in closing the chapter on this subject, "began by abandoning two of its most important principles of foreign policy—that the United States should refrain from intervention in the domestic affairs of other nations, unless in the necessitous emergency of its own self-protection, and that it should avoid entangling alliances with other and particularly European Powers. \* \* \* It was guilty of savage cruelties which would have been regarded as monstrous in the least civilized of the Samoans themselves. It was guilty of bad faith to Samoans who trusted it. It failed to win for its iniquitous policy the poor vindication of efficiency and success, confessing at the end that it was a wretched failure. And it finally abandoned that policy not because it was wrong, but because it was too costly and troublesome to continue."

And now the Samoans have again been made victims of international strife. Relying upon this infamous precedent of the triple protectorate over Samoa, a distinguished advocate of the League, in order to show that this treaty is within the constitutional power of the United States, cites this Samoan example; saying: "The three signatory nations undertook a guardianship of the islands similar to that which is contemplated in the proposed Covenant of the League with reference to backward countries!"



But, it appears, we are not now to stop with simple islanders. Among our suggested allotments in this program of joint imperialism, in which our participation is expected to justify the perpetuation of the whole colonial system, are Constantinople, the worst centre of racial and diplomatic intrigue in Europe; Armenia, which contains a vast Turkish and Russian population, face to face with Russian Bolshevism, backed by Turkish machinations to regain control, in case it is actually ever taken from the Turk, which has not yet been accomplished; and Persia, which we once tried to help in the person of an American financial administrator, whose work was rendered futile by Russian and, alas! British intervention. Largely because of this, a correspondent of the "Manchester Guardian" considers that Persia should be placed by the League under the United States as a mandatar. "Persia," he says, "can trust America as she can trust no other Power."

But what does he say of the other Powers? "It is obvious," he continues, "that great care will be necessary if the whole of this mandate system is not to become an abuse." "Outwardly," he goes on, "the world has accepted the revolutionary conceptions which underlie President Wilson's scheme"—meaning a League of Nations—"but it has not yet emancipated itself from the view that a nation counts in the world by its direct political influence. Nor have we destroyed the spirit that seeks commercial advantages in political expansion."

This candid Englishman frankly lacks confidence in General Smuts' system of mandataries. "If the mandate system so works in practice that the mandatory Power draws some economic advantages from its position, or if it fastens the hold of the mandatory Power more firmly than ever on the dependent people, then," he says, "we may live to regret the day when our statesmen invented a scheme which has become merely a device for giving a decent look to the bad habits of the past." Knowing that past, this writer does not hesitate to speak of "intrigues to bring about a change of mandate for selfish reasons"; and he considers it "important also to prevent a conspiracy among the mandatory Powers to screen each other from criticism"!

Imperialism is imperialism, whether it be joint or single; and it is not a business that tends toward democracy or toward justice. Even in its purity and at its best estate it is a dangerous enterprise for a free people to engage in, and it is more dangerous than ever when innocence and good intention become the partners of seasoned experience in a game for power.



## LECTURE II.

### THE TREATY-MAKING POWER UNDER THE CONSTITUTION OF THE UNITED STATES.

When the United Kingdom of Great Britain and Ireland enters into agreements with foreign nations, it is the King who grants authority. He speaks as a sovereign. The formula of the full powers of his plenipotentiary is: "George, by the Grace of God, of the United Kingdom of Great Britain and Ireland and of the Dominions beyond the seas King, Defender of the Faith, Emperor of India. To all and singular to whom these presents come, Greeting."

Full powers to negotiate and conclude a treaty proceed exclusively from the King as a sovereign, who grants authority, as the formula runs, "to sign for Us and in Our name, everything so agreed upon and concluded, \* \* \* in as ample manner and form, and with equal force and efficiency, as We Ourselves could do, if personally present."

There is no one in the United States who can thus speak as a sovereign except the whole people, and they have never thus spoken. They have created a National Government, but they have definitely limited its powers; and it possesses none that are not delegated to it in the Constitution of the United States.

There is, therefore, occasion to point out that alliances and compacts affecting the condition and destinies of the European nations, whose laws and traditions entitle a personal sovereign to act, are entered into with more assurance and less reserve, are more customary, and therefore less subject to popular judgment, than is the case in the United States of America; whose Government is not a sovereign, but derives all its powers from the people, who have delegated to it only a partial representation of the sovereign authority which, in this country, the people alone possess.

At the time when our National Government was established, this distinction was well understood and jealously guarded. It was believed by the founders of our Government that they had forever ended the subjection of themselves and their descend-



ants to absolute power. They had revolted against a personal sovereign who was inspired by his absolutist aspirations to overthrow the liberties that had been secured by previous revolution in England, and also against a Parliament in which they were not represented and over which the King had, contrary to the wishes of perhaps a majority of Englishmen, obtained control; and they had resolved that their freedom should never again be thus compromised.

That was the spirit in which the Constitution of the United States was conceived and adopted. During a hundred and thirty years that charter of American liberty, which has since in some degree been an inspiration and a model to every free people, has continued to be the fundamental law upon which legislation and judicial decisions in the United States have been based, and without which our Federal Government in all its branches would have no authority.

Since that auspicious solution of the problem of reconciling liberty and government, afterward extended over a wide and diversified area and a highly composite population, in which the offspring of previously hostile races have together found peace and prosperity, many new influences have affected the American people; and some of them have become hostile to the Constitution of the United States, and, indeed, to any fundamental law whatever. Forgetful of the blessings of liberty, some of these hostile groups would prefer a régime of unlimited social reconstruction of their own devising, and are ready for the most radical experiments, even for a return to absolutism under omnipotent governmental control, provided they are permitted to exercise the authority.

A movement even more subversive of the original American conception of government than that which tends toward the establishment of a Socialistic State, but kindred to it, is the disposition to repudiate the idea of the nation altogether, and by a wide sweep of inclusion abandon our separate existence as a people, thus merging us with the whole of humanity in some form of vague Internationalism.

In practice it is seen that to apply this idea universally is at present impossible. The diversities and the conflicts of races and of stages of development would mean not only the abolition of nations, which are substantial historical achievements in the progress of civilization, but the destruction of civilization itself; as we have seen it illustrated in the disintegration



of the Russian Empire, which has reached a stage of complete social anarchy, general impoverishment, and a reign of terror.

It is, on the other hand, sometimes represented that closer federation is the remedy for international strife, and that the union of the American colonies under the present Constitution indicates the path that should be followed to avoid conflicts and preserve the peace of the world. The League of Nations, it is urged, would be such a union.

It would be misleading to regard that great act of federation as bearing any analogy to the plan now under consideration. The founding of the Republic of the United States was the establishment of a "more perfect Union" between States contiguous, homogeneous and, in fact, already confederated, possessing a close community of interests and identity of language and political traditions, all sprung from a common mother and long subject to the same sovereign rule. It would be quite a different matter to merge in one corporate existence nations far removed in space, composed of distinct races, diversified in their political institutions, with varied responsibilities, and some of them with unsettled claims upon one another.

We have, however, developed in this hemisphere a group of distinct nations, primarily modelled upon the constitutional system first adopted by the United States. These republics have passed through grave crises and occasional reversion to despotic rule; but they have, after bitter experiences, emerged as a system of independent sovereign States, with serious race problems, but with a reasonable vindication of the national and constitutional ideals by which they have been inspired. Taking the American Republics as a whole, they not only constitute a "going concern," but they look forward to a peaceful and prosperous future.

This achievement has been owing to their separation from the hostilities, the intrigues, and the ambitions of the Old World. It has been made possible by the insistence of the United States that they should be left to themselves, and permitted to work out their own development in their own way.

It is true that we have, in the past four years, passed through a deep experience, from which we emerge with new obligations that must be honorably discharged; but it does not follow that our whole theory of national development was wrong. It may be that we shall find an advantage in new understandings and in new associations, the value and character of which the



Great War has revealed; but we should not forget that it is our example, and not our interventions, that has been of most benefit to the world. What we have done in the war was done because we were true to ourselves, to our own fellow-citizens whose rights had been cruelly violated, to our own dignity as a nation, and to our own sense of honor. Had we not been a nation, free, unpledged, and strong in our manhood, we should not have been able to perform the part we have performed.

We are now invited to join with other nations with which we have recently been engaged in a common cause, to set up a world-wide, international directorate in which we are called upon to play a new and untried rôle, going forth to regulate the life of distant peoples in a spirit of benevolent joint imperialism. We are urged to transfer our life and activity permanently into another hemisphere, and in compensation to welcome the preponderant influence of others in our own. The only argument for this is that, in spite of the evident contradiction, we may call the new adventure by the old name. Instead of permitting the so-called "new" nations and the tribal groups not yet formed into nations to develop as other nations have done, it is now proposed, through central control by a small group of Great Powers and a retinue of small ones, to exercise an *imperium* over the whole earth, nominally in the interest of peace, but practically by regarding every local strife as a reason for a general war.

Can the Government of the United States, constituted as it is, participate in such an *imperium*? Is there in any part of the American Government, or in the whole of it combined, legal authority to enter into a compact of that kind? Has the sovereign of this nation, the People, in whose name the Government has been created, ever authorized it, or ever intended it?

The question has been answered both affirmatively and negatively by men who enjoy the reputation of being competent in questions of constitutional law.

Let us then consider a few propositions which, wholly apart from this issue, are not open to debate.

The Government of the United States is a government of delegated powers established by a sovereign people. The Constitution of the United States is the sole charter of that Government. Some of its powers are definitely expressed, others are implied, still others are reserved to the States or to the people. The authority of the Government of the United



States is limited (1) by the *terms* of the power granted; (2) by the *purposes* for which it is delegated; and (3) by the *distribution* of power among its respective agents.

If the Government of the United States decides to adopt the Constitution of a League of Nations, it will do so by becoming a signatory to the so-called "Covenant," which it is intended shall be a part of a treaty of peace. The right of the Government to enter into this engagement is derived, if it exists, entirely from the treaty-making power delegated to it in the Constitution of the United States. That power is conferred in the following terms and with the following effect:

"The President shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur." (Article II, Section 2, Clause 2).

"This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land." (Article VI, Clause 1).

The full meaning of these provisions will be better understood when we contrast them with those which prevail in the law and usage of Great Britain, from which the framers of the Constitution intended to depart.

In Great Britain, as has been already stated, treaties are made by the King and in the King's name. In reality, at the present time, they are made by the King's Ministers and not personally by the King, and the Ministers are responsible to the Parliament. In the beginning it was not so. The change has been brought about by a revolt from absolutism in Great Britain as it was in America. In the British system, however, the conclusion of treaties is solely entrusted to the Ministers, and not to any portion of the Parliament as such; but a change is imminent.

In October, 1918, Sir R. Cooper, in the House of Commons, asked the Prime Minister if he intended to take steps to secure that "any agreement for peace shall in general principles be in accordance with the wishes of the majority of the members of this House." Mr. Bonar Law answered: "The Government (meaning the Ministers) must, I think, be the interpreter of the views of the House and the nation in this matter." Sir R. Cooper then inquired, "Is it the fact that the country will be committed to a secret peace compact?" to which Mr. Bonar Law replied that he did not see any way in which the country



could be represented except by a referendum unless by the Ministers, thus virtually excluding Parliament from a voice; and this is the historic British attitude on the subject. The reason for it, no doubt, is that Great Britain has often entered into secret treaties, and has considered it necessary to preserve this right, which compulsory reference to Parliament would destroy.

In opposition to this established practice, however, the British Premier, Mr. Lloyd George, on February 11, 1919, stated in the House of Commons that, after it was signed at the Peace Conference, the treaty would be placed before the House for ratification, and he added: "If the House of Commons chooses to repudiate the treaty, the House of Commons is all powerful."

Two days later, on February 13, Mr. Bonar Law expressed a different opinion. In reply to Mr. Lambert's question whether or not the British Delegation to the Peace Conference had plenary powers to bind the country, Mr. Law answered: "So far as the British Government is concerned, it will not be ratified until it has been laid upon the table and Parliament has an opportunity of expressing an opinion"; but in answer to a further question, whether or not the treaty of peace would be submitted to Parliament before it was presented to the enemy countries, Mr. Law responded, "Oh, no, I cannot say that. The treaty will presumably, after it has been arranged by the Allies, be signed by the enemy countries."

In this the contemporary British practice indicates an approximation to our constitutional provision by admitting the legislative body to some ultimate co-operation in determining what the terms of a treaty shall be; but it has not reached the stage to which the framers of our Constitution had arrived in the beginning by authorizing the advice and consent of the Senate. If, however, action by the Senate can be had only after a treaty is signed, and then only to accept or reject it, our procedure will have receded toward the conception of absolutism as much as the British has advanced toward parliamentary representation in the treaty-making power.

There is another important difference between the American and the British conception of the treaty-making power. Under the American Constitution a treaty becomes the "supreme law of the land," but only in so far as it is of a nature to become a law. As a contract it is not open to judicial interpretation. From that point of view it belongs exclusively to the political



department of the Government. When a treaty is self-executing, that is, when it does not require supplementary legislation, it becomes a part of the law of the land, and may be treated as a statute. As Chief Justice Marshall declared, "When the terms of the stipulation import a contract—when either of the parties agrees to perform a particular act—the treaty addresses itself to the political, not the judicial department; and the Legislature must execute the contract before it can become a rule for the court."

In England a treaty does not become the law of the land, and care has to be taken that its stipulations are not contrary to the law; or, if they are so, that the law be amended so that the law and the treaty shall agree. Where the terms of the treaty involve the payment of money, for example, the money is not directly promised, since Parliament alone has the right to appropriate it and the treaty reads: "His Majesty undertakes to recommend to His Parliament to vote a sum of money." Thus, it is held, no breach of the treaty would result if Parliament should fail to comply with the recommendation.

The question naturally arises—Do the grants of authority contained in the Constitution of the United States authorize the treaty-making power vested in the President, "by and with the advice and consent of the Senate," to enter into every conceivable international arrangement?

It would appear from the fact that all the power possessed by the President and Senate is delegated power, and not power inherent in these officers, that it is limited not only by the terms of its delegation—that is, to be exercised in conjunction—but by the purposes for which it is delegated. It cannot, therefore, be maintained that, merely because the United States is classed as a "sovereign nation," the Government, or any part of it, can therefore perform a sovereign act beyond the scope of the purposes for which it was created, for although the nation is sovereign, the Government is not. Complete sovereignty resides in the people as a whole, and not in any or all of the public officers.

That this is the correct interpretation of delegated authority under the Constitution is evident from the procedure found necessary for the extension of Congressional power. The Constitution originally qualified the conditions under which direct taxes could be laid. It was necessary to apportion them among the several States according to population. They



could not under the Constitution be laid in any other way than that specified, until the power to do so was specifically granted by an amendment.

The treaty-making power, as stated in Article II, is not specifically restricted in the terms of the grant, but there is an implied restriction in the purposes for which the Constitution is framed; for, except as distinctly delegated, all sovereign power is retained by the States and the people. The purposes for which the "more perfect Union" was formed by "the People" are: "to establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity." (Preamble.)

All these purposes relate exclusively to the interests of the people of the United States. There is no constitutional provision delegating authority to any part of the Government for any other purposes. If any other purpose had been contemplated, it would have been expressed. There is here no appended *et cetera*. Indeed, the last clause in this Preamble may be regarded as a perfect summary of all that has preceded, for all are involved in it, namely, "to secure the blessings of liberty to ourselves and our posterity."

For the "common defense," where that is the obvious purpose, alliances with other Powers may, undoubtedly be made; but it is not apparent that these could be formed for other purposes without exceeding the intentions of the Constitution.

On the other hand, it is evident that no foreign engagements were contemplated, or could be regarded as authorized, which in any degree tended to defeat or destroy the affirmative purposes named in the Preamble. Especially might any treaty be regarded as *ultra vires*, and even violative of the Constitution, if its consequences were to disturb domestic tranquillity, sacrifice the general welfare, or deny the blessings of liberty by imposing on the population, in the interest of a foreign country, any such burden or deprivation as might arouse a spirit of domestic revolt or unrest, except as action might be rendered necessary for the common defense of the people of this country.

An equally peremptory limitation upon the treaty-making power is imposed by the distribution of authority among the different agents of the Government. A treaty is of no value unless it can be executed. The President, "by and with the advice and consent of the Senate," can make many kinds of promises which they would not have the power to fulfil.



It is a part of the theory of our Constitution that there is safety in the distribution of power. In general, every power of government, the legislative, the judicial, and the executive, is to some extent distributed between the Federal Government and the States. In the treaty-making power the States have no part; but, undoubtedly, some of their rights are reserved. As Mr. Elihu Root has said: "The treaty-making power is not distributed; it is all vested in the National Government." This involves an immense responsibility. The President and the Senate act for every citizen throughout the whole country, and if they should pledge the control of the war power to other nations, or involve it in a mechanism that would automatically by prescription draw this nation into foreign wars, their action would affect the fortune and the life of every citizen in a serious manner.

Does any thoughtful person presume to say that the power to do this is an unlimited power? that less than a hundred men are wholly uncontrolled by any legal obligation, and may negotiate and conclude under this treaty-making power any engagement they may individually please to incur for their fellow-citizens, and for all time?

"It is, of course, conceivable," writes Mr. Root, "that, under pretense of exercising the treaty-making power, the President and Senate might attempt to make provisions regarding matters which are not proper subjects of international agreement, and which would be only a colorable—not a real—exercise of the treaty-making power." There are then matters which are "not proper subjects of international agreement"; but in what manner can we determine what is a "real" and what is only a "colorable" exercise of that power, if not by the purposes for which the "more perfect Union" was formed and the restraints created by the distribution of power among the different organs of the Government?

In most matters the distribution of power is clear and specific; but in the case of the treaty-making power the division between the President and the Senate has given rise to controversy. The evident intention of the Constitution is that the President and the Senate should co-operate in the making of treaties, but the precise manner in which they are to proceed is not defined. Such definition was clearly thought unnecessary, for it could reasonably be presupposed that they would work together in confidence, in a spirit of mutual respect, and with unflinching courtesy and consideration.



No one has ever doubted that the President is the designated medium of communication with foreign governments, and therefore in direct control of the process of negotiation. It falls to him to direct the immediate policy of the country in foreign affairs, and to instruct his diplomatic agents. He is, therefore, in a position to use his own judgment as to the extent and the manner of taking the "advice" and seeking the "consent" of the Senate. On the other hand, he cannot conclude any treaty without the "consent" of the Senate. Either can completely block the intentions of the other, but neither can force the other; and herein lies the wisdom of the arrangement, for while the President has the initiative and can begin and carry on negotiations on any subject and with any country, the utility and propriety of his agreements are subject to the judgment of a large body of experienced men, representing varied interests and points of view, and he must convince two-thirds of them that what he proposes is both constitutional and expedient before he can accomplish any final result.

The superior power of the President lies in the fact that he can create conditions which may embarrass the free judgment of his colleagues in exercising the treaty-making power. While they are of various opinions, he can shape circumstances in such a manner as suddenly to confront them with a choice between alternatives neither of which is acceptable to them.

It has been said that the Constitution does not require the President to accept or follow the advice of the Senate; but, on the other hand, it does not require the Senate to approve what the President may finally present to it for ratification. If an *impasse* is created intentionally, the fault lies with him who has intentionally created it; for it is not legally in the power of either participant in the process to destroy the freedom of judgment of the other. The whole purpose of the partnership is that nothing shall be done to which both parties do not freely agree. That is the reason why the making of treaties was not left to the President alone, or assigned to the Congress as under the Confederation. Its safety lies in the fact that it is a joint procedure.

Applying the principle broadly, the contention that one department of the Government may in any way coerce another is a repudiation of the very purpose of the division of power, and would result in the destruction of that freedom under law which the Constitution aims to establish. If such an attempt were for any reason successful, it would result in the establishing of an autocratic form of government. Absolutism, which the Constitution was intended to prevent, might



thus creep in through the usurpation of power by a single department, or even by a single officer of the Government. There could be no greater offense against the Constitution than this, and public opinion should unite in condemning even the suggestion of it.

A limitation of equal importance upon the treaty-making power resulting from the distribution of authority arises from the dependence upon Congress as a whole to provide the means for executing the obligations of a treaty. The powers of Congress are very precisely enumerated in the Constitution (Article I, Sections 7 and 8). In any case where war or administration is involved, there can be no execution of a treaty without the action of Congress, which alone has power "to lay and collect taxes, duties, imports and excises, to pay the debts and provide for the general welfare of the United States; to define and punish piracies and felonies committed on the high seas, and offenses against the law of nations; to declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water; to raise and support armies, but no appropriation of money to that use shall be for a longer term than two years; to provide and maintain a navy; to make rules for the government and regulation of the land and naval forces; to provide for calling for the militia to execute the laws of the Union, suppress insurrections, and repel invasions." Further, "all bills for the raising of revenue shall originate in the House of Representatives; but the Senate may propose or concur with amendments as on other bills."

Practically here is a formidable restraint upon the effect of the treaty-making power. The authority of Congress in all these matters cannot be denied, limited, or transferred to others by the President and Senate of the United States. If any exercise of these powers is necessary to execute the obligations of a treaty, it depends on the will of Congress whether or not they will be exercised.

It is undoubtedly within the jurisdiction of Congress itself to determine the question of its duties and its powers in this respect. There is in the Constitution no provision for either executive or judicial determination in this regard. If, therefore, Congress—a body subject to frequent change—considers that a treaty which it is asked to execute by supplementary legislation, such as a declaration of war, the raising of an army, or an appropriation of money to be used for the maintenance of an expeditionary force, exceeds the limits of engagement authorized by the Constitution, there is no power in the remainder of the Government to compel its action.

No treaty relation, therefore, should ever be entered into which Congress would have good cause for declining to support.

For the foregoing reasons, while it is conceded that the treaty-making power is not specifically limited, from the beginning of our Government it has always been held that it is not unlimited.

When the adoption of the Constitution was under discussion, in answer to a question regarding the extent of the power to make treaties, Madison said:

"In the existing confederacy, Congress is authorized indefinitely to make treaties. Does it follow because the power is given to Congress that it is absolute and unlimited? \* \* \* I do not believe that power is given to the President and Senate to dismember the empire or to alienate any great essential right. I do not think the whole legislative authority have this power. The exercise of the power must be consistent with the object of the delegation."

At a later period, John C. Calhoun declared: "Although the treaty-making power is exclusively vested, and without enumeration or specification, in the Government of the United States, it is nevertheless subject to several important limitations. It is, in the first place, strictly limited to questions *inter alios*; that is, to questions between us and foreign powers which require negotiation to adjust them. All such clearly appertain to it. But to extend it beyond these, be the pretext what it may, would be to extend it beyond the allotted sphere, and thus a palpable violation of the Constitution. \* \* \* It can enter into no stipulation calculated to change the character of the Government; or to do that which can only be done by the Constitution-making power; or which is inconsistent with the nature and structure of the Government, or the objects for which it was formed."

"Let it be supposed," said the elder St. George Tucker, in his edition of Blackstone, "that the President and Senate should stipulate by treaty with any foreign nation, that in case of war between that nation and any other, the United States should immediately declare war against that nation: Can it be supposed that such a treaty would be so far the law of the land, as to take from the House of Representatives their constitutional right to deliberate on the expediency or inexpediency of such a declaration of war, and to determine and act thereon, according to their own judg-



ment?" And as John Randolph Tucker said, in 1882: "The question is not whether Congress can annul a valid treaty, but is a treaty valid and binding on the United States which divests Congress of its constitutional functions without its sanction and consent?"

Very few treaties, and none relating to war, can operate *proprio vigore*. "Suppose," Tucker continues, "a treaty with Great Britain should provide that the Government of the United States should never raise armies, or provide a navy"—or, it might be added, should raise armies or provide a navy of only a given size—"can it be held that the President and Senate may by treaty thus divest Congress of its constitutional duty to do these things? If so, then the treaty-making power may amend, alter, and destroy the Constitution, and hold us bound to submit to this claim of a foreign power conferred and sanctioned by treaty. This cannot be true. It is absurd. These express powers to Congress are limitations on the general power to make treaties." And this learned jurist concludes: "From this review I feel justified in holding that if any treaty seeks to bind the United States to a foreign country in respect of the functional powers of Congress, we are not open to a charge of bad faith if Congress refuses to sanction a divestiture of its constitutional authority to deal with any subject entrusted to it by specifically granted powers in the Constitution of the United States."

We must not permit ourselves to overlook the fact that ours is a popular government, in which the will of the people is a constant factor in shaping public policy. This will is revised at short intervals in the choice of the House of Representatives, elected every two years. It is expressly prescribed in the Constitution that "no appropriation of money for military purposes shall be for a period longer than two years." This limitation profoundly affects the probability of the execution of any military obligations with other nations in the form of treaties; for, if it should be the popular will not to enforce the conscription of armies for the purpose of interfering in matters which the people considered did not concern them, it is almost certain that Congress would not regard itself bound by any treaty, especially one of long standing, to supply the means for carrying it into effect against the popular conviction regarding the national duty.

There is force, no doubt, in the contention that the Congress of the United States is under a moral obligation to maintain the honor of the nation, which implies the strict fulfilment of all pledges made by the treaty-making power; but there is even more weight in the affirmation that the treaty-making power is under a moral obligation not to pledge the honor of the nation in doubtful conditions, as well as under a legal obligation not to destroy the freedom of a coordinate branch of the Government by pledging it to a performance beyond the intentions of the Constitution, from which all its authority is derived. A treaty that should do that would, without doubt, be *ultra vires*; and, therefore, from the point of view of the Congress null and void from the beginning.

In the period of our national development when there was still divergence of opinion regarding the relation of the Federal Government to the States, two schools arose as to the nature and extent of the powers delegated by the Constitution. The devotees of State Rights were disposed to seek limitations upon all the Federal powers. The advocates of strong central authority, on the contrary, laid emphasis on the necessity of an unlimited authority at least in the treaty-making power, resulting from the sovereignty of the nation, as contrasted with the powers of the States. That debate is now closed. The question that is at present pressed upon our attention is of a character wholly new, and not considered in the learned works of our great standard authorities on the treaty-making power, such as Butler, Crandall and Devlin. A new situation has been thrust upon us by the proposal to create a League of Nations, involving responsibilities never before imagined to be possible.

The position reached before this new proposal is well summed up by Devlin when he says: "The treaty power is in a measure incidental to the war power, and under the necessity for national preservation, or even for national benefit, many things can be done that are not explicitly enumerated in the Constitution." This is true, and it has been well not to lose sight of the fact that the United States is a sovereign nation, and may under its sovereign power do what is really necessary for the national interest. And yet, as this writer continues, "It cannot be said that the treaty-making power is unlimited. What the limits are, no one can correctly state, and it is possible that no treaty will ever be made in which the power to make the treaty will be seriously questioned. But if there ever appears a



clear case in which a treaty conflicts with the Constitution, then either the Constitution or the treaty must govern, and there can be little doubt that in such a case the treaty would yield to the Constitution."

The immediate question is, Has such a case now arisen? If a super-government is about to be created, to which the United States is asked to make itself subject, then such a case has arisen; and it is clear that the Constitution forbids the President and the Senate to make a treaty involving such subjection. They do not possess the legal power to enter into such an engagement. If, on the other hand, the Constitution of a League of Nations is nothing more than an understanding between the signatories to act together in their own way, and according to their own will, to accomplish certain common objects, and the Government of the United States is not in any way subordinated to a super-government, there may be a perfect right to conclude such a treaty.

There remains, however, another question. The Constitution of a League of Nations may be so construed as to leave the Government of the United States free to act or not to act upon the recommendations of the Council, and even to prevent by the opposition of the representative of a single Power making any recommendations or decisions of any kind. In that case it seems futile to pretend that it is in any substantial sense a "League," or even an efficient "Entente." But, unless it is further modified, it does create an *imperium* in which all the signatories have a part; for it proposes to coerce sovereign States which are not members of the League, to abolish existing laws of neutrality, and absolutely to govern through its mandataries, under its own "Acts and Charters," dependent peoples placed under its sovereign authority.

Should the United States become a signatory of such a treaty, even though it refused to become subordinate to this new government by service as a mandatory, it would still constitute a part of this new *imperium*. Its representative in the Council of the League would exercise one-eighth of the sovereign power which that corporation will possess, and he would exercise it without the authority or the restraint of the Constitution of the United States.

In 1803, President Jefferson doubted the constitutional authorization of the American Government to acquire by treaty and to govern the Louisiana Purchase. That point has long since been settled. But one does not find a ready answer

to the question, How can the United States, in the person of a representative appointed by the President, even if confirmed by the Senate, participate in issuing "Acts and Charters" for the government of territory not owned by the United States, and not subject either to the Constitution of the United States or to the laws of Congress?

The disgraceful triple protectorate of the Samoan Islands by the United States, Great Britain, and Germany has been referred to as furnishing a precedent for the scheme of mandatory government. The reference is unfortunate, both with respect to its results, which were shameful, and its nature, which was a threefold promise to protect the neutrality and autonomy of the native government under a puppet king. It was not a contract to govern the islands jointly, but an arrangement to prevent either of the three Powers from governing at all.

Aside from the difficulties which the United States would have either in accepting the responsibility of a mandatory or in controlling mandatory Powers, it is important to comprehend the conception which lies back of this new corporate imperialism.

This is most clearly obtained from the original plan for a League of Nations designed by General Smuts on which the system of mandatories is founded.

"So far as the peoples and territories formerly belonging to Russia, Austria-Hungary and Turkey are concerned," he says, "the League of Nations should be considered as the reversionary in the most general sense and as clothed with the right of ultimate disposal." How, one may ask, did the United States ever become a participant in this alleged reversionary right in the remains of these extinct empires?

"Any authority, control, or administration which may be necessary in respect of these territories and peoples, other than their own self-determined autonomy, shall be the exclusive function of and shall be vested in the League of Nations and exercised by or on behalf of it." Where has the United States acquired a share in this exclusive function?

"The degree of authority, control, or administration exercised by the mandatory State shall in each case be laid down by the League in a special Act or Charter, which shall reserve to it complete power of ultimate control and supervision." Whence then proceeds the right to accord this 'complete power of ultimate control' which the United States would share in issuing such mandates?"



Plainly, whatever pretences of democracy and self-determination may be put forward in defense of this scheme, it is nothing less than the creation of an imperial syndicate to rule a large portion of Asia and Africa. Two further statements in the Smuts program establish this beyond contradiction. One is that the League is "modelled on the British Empire, including its crown colonies and protectorates." "The two systems," Smuts expressly declares, "would closely resemble each other"; and he adds, "Where the British Empire has been so eminently successful as a political system, the League, working on somewhat similar lines, could not fail to achieve a reasonable measure of success." The other statement is—and this is Smuts' exact expression—"The League will have a very real rôle to play *as the successor to the empires.*" To this is added that "no new State arising from the old empires shall be recognized or admitted into the League, except as it shall conform to the requirements of the League"; that is, that it shall never, except by permission of the League, become a recognized Sovereign State!

It is for the people of the United States to consider whether such an enterprise as this is one of the purposes for which they entered into the war; and it is certainly a proper question to be answered by the constitutionally authorized treaty-making power, whether or not it is an enterprise to which the United States has the constitutional right to pledge the efforts, the resources, and the lives of future generations of its citizens.

## THE GEORGE WASHINGTON UNIVERSITY

WILLIAM MILLER COLLIER, LL.D., PRESIDENT.

The George Washington University was founded in 1821 as the Columbian College of the District of Columbia. At its first commencement in 1823 the guests of honor were: James Monroe, President of the United States; John Quincy Adams, Secretary of State; John C. Calhoun, President of the Senate; Henry Clay, Speaker of the House of Representatives; and Lafayette, who was then making a tour of the United States. According to the college records, "after the commencement exercises these five gentlemen dined with the President of the college."

The college became the Columbian University about 1873, and about fifteen years ago its name was changed by act of Congress to "The George Washington University." It embraces to-day, the Department of Arts and Sciences, composed of Columbian College, the School of Engineering, the Teachers College and the Graduate School; the Law School, the Medical School, the Dental College, the Hospital, the Infirmary, and the Nurses' Training School. The Department of Arts and Sciences occupies six buildings on G Street, namely, numbers 2017, 2019-2023, 2025-27, 2024 and 2101. The Law School rents the upper floors of the Masonic Temple at 13th Street, H Street and New York Avenue. The Medical and Dental Schools, Hospital, and Infirmary are on H Street, between 13th and 14th Streets. The Nurses' Home is at the corner of 13th and L Streets.

The University maintains a system of double instruction. All the courses are given in the morning and afternoon hours, and, with the exception of Greek and Latin, are given between 5 and 7 o'clock to other students, most of whom are employed during office hours in the Executive Departments.

Since the last commencement in June, 1918, over 3,000 students have enrolled in the University. This includes 308 students who were in the Summer School, and about 490 who were in the Students' Army Training Corps. There are in attendance to-day about 2,000 students, or 300 more than were in attendance at the corresponding date last year.

The Teaching Staff numbers 259.



# A PRAYER

BY

GEORGE WASHINGTON

*Almighty God: We make our earnest prayer that Thou wilt keep the United States in Thy holy protection that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; and entertain a brotherly affection and love for one another and for their fellow-citizens of the United States at large. And finally that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy and to demean ourselves with that charity, humility and pacific temper of mind which were the characteristics of the Divine Author of our blessed religion and without a humble imitation of whose example in these things we can never hope to be a happy nation. Grant our supplication, we beseech Thee, through Jesus Christ, our Lord. Amen.*

---

\*This prayer is used regularly at "The President's Chapel" of the George Washington University, and voices the aspirations of the University for the fulfillment of civic duties and the promotion of national welfare.







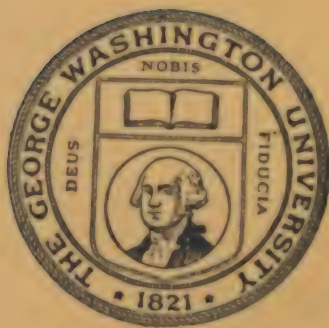
VOLUME XVIII

NUMBER 2

# George Washington University Bulletin

CATALOGUE NUMBER

JUNE 1919



PUBLISHED BY THE UNIVERSITY AT WASHINGTON, D. C., MARCH,  
JUNE, OCTOBER AND DECEMBER

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Entered October 6th, 1904, at Washington, D. C., as second-class  
matter under Act of Congress of July 16, 1894





**"SEEK THE TRUTH WITHOUT PREJUDICE  
SPEAK THE TRUTH WITHOUT FEAR."**

George Washington University  
**BULLETIN**

CATALOGUE NUMBER

JUNE 1919





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PART I  
GENERAL





1919							1920													
JULY							JANUARY							JULY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	..	..	..	1	2	3	..	..	..	..	1	2	3
6	7	8	9	10	11	12	4	5	6	7	8	9	10	4	5	6	7	8	9	10
13	14	15	16	17	18	19	11	12	13	14	15	16	17	11	12	13	14	15	16	17
20	21	22	23	24	25	26	18	19	20	21	22	23	24	18	19	20	21	22	23	24
27	28	29	30	31	..	..	25	26	27	28	29	30	31	25	26	27	28	29	30	31
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
AUGUST							FEBRUARY							AUGUST						
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10	11	12	13	14	15	16	15	16	17	18	19	20	21	15	16	17	18	19	20	21
17	18	19	20	21	22	23	22	23	24	25	26	27	28	22	23	24	25	26	27	28
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SEPTEMBER							MARCH							SEPTEMBER						
..	1	2	3	4	5	6	..	1	2	3	4	5	6	..	..	..	1	2	3	4
7	8	9	10	11	12	13	7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	21	22	23	24	25	26	27	19	20	21	22	23	24	25
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OCTOBER							APRIL							OCTOBER						
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12	13	14	15	16	17	18	11	12	13	14	15	16	17	10	11	12	13	14	15	16
19	20	21	22	23	24	25	18	19	20	21	22	23	24	17	18	19	20	21	22	23
26	27	28	29	30	31	..	25	26	27	28	29	30	..	24	25	26	27	28	29	30
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NOVEMBER							MAY							NOVEMBER						
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2	3	4	5	6	7	8	2	3	4	5	6	7	8	7	8	9	10	11	12	13
9	10	11	12	13	14	15	9	10	11	12	13	14	15	14	15	16	17	18	19	20
16	17	18	19	20	21	22	16	17	18	19	20	21	22	21	22	23	24	25	26	27
23	24	25	26	27	28	29	23	24	25	26	27	28	29	28	29	30	..	..	..	..
30	..	..	..	..	..	..	30	31	..	..	..	..	..	..	..	..	..	..	..	..
DECEMBER							JUNE							DECEMBER						
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14	15	16	17	18	19	20	13	14	15	16	17	18	19	12	13	14	15	16	17	18
21	22	23	24	25	26	27	20	21	22	23	24	25	26	19	20	21	22	23	24	25
28	29	30	31	..	..	..	27	28	29	30	..	..	..	26	27	28	29	30	31	..
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..



## UNIVERSITY CALENDAR

1919

February	16	<i>Sunday.</i> —Winter Convocation Sermon.
February	17	<i>Monday.</i> —Second half-year begins.
February	22	<i>Saturday.</i> —Winter Convocation. A holiday in all Departments of the University.
April	18	<i>Friday.</i> —Easter holiday.
April	21	<i>Monday.</i> —Last day on which theses of candidates for the Doctorate degree at the Commencement may be presented.
April	22	<i>Tuesday.</i> —Davis Prize Speaking.
May	19	<i>Monday.</i> —Last day on which theses of candidates for the Engineering and Master's degrees at the Commencement may be presented.
May	26	<i>Monday.</i> —Doctorate Disputation.
May	30	<i>Friday.</i> —A holiday in all Departments of the University.
June	9	<i>Monday.</i> —Final examinations, Department of Arts and Sciences, begin.
June	11	<i>Wednesday.</i> —Annual meeting of the Board of Trustees.
June	15	<i>Sunday.</i> —Baccalaureate Sermon.
June	18	<i>Wednesday.</i> —Commencement.
June	21	<i>Saturday.</i> —Registration for Summer School.
June	23	<i>Monday.</i> —Summer School begins.
September	24	<i>Wednesday.</i> —Academic Year begins in all Departments of the University.
September	29	<i>Monday.</i> —Last day on which theses of candidates for Engineering and Master's degrees at the Fall Convocation may be presented.
October	8	<i>Wednesday.</i> —Stated meeting of the Board of Trustees.
October	23	<i>Thursday.</i> —Fall Convocation.
Nov.	27-29	<i>Thursday to Saturday,</i> both inclusive.—Thanksgiving recess.

RECESS FROM DECEMBER 24, 1919, TO JANUARY 2, 1920  
BOTH INCLUSIVE

1920

January	2	<i>Friday.</i> —Last day on which theses of candidates for the Doctorate degrees at the Winter Convocation may be presented.
January	7	<i>Wednesday.</i> —Stated meeting of the Board of Trustees.

## UNIVERSITY CALENDAR

9

January	26	<i>Monday.</i> —Last day on which theses of candidates for the Engineering and Master's degrees at the Winter Convocation may be presented.
February	2	<i>Monday.</i> —Second half-year begins.
February	2	<i>Monday.</i> —Doctorate Disputation.
February	22	<i>Sunday.</i> —Winter Convocation Sermon.
February	23	<i>Monday.</i> —Winter Convocation. A holiday in all Departments of the University.
April	2-5	<i>Friday to Monday,</i> both inclusive.—Easter holidays.
April	6	<i>Tuesday.</i> —Davis Prize Speaking.
April	19	<i>Monday.</i> —Last day on which theses of candidates for the Doctorate degree at the Commencement may be presented.
May	17	<i>Monday.</i> —Last day on which theses of candidates for the Engineering and Master's degrees at the Commencement may be presented.
May	24	<i>Monday.</i> —Doctorate Disputation.
May	26	<i>Wednesday.</i> —Final examinations, Department of Arts and Sciences, begin.
May	26	<i>Wednesday.</i> —Annual meeting of the Board of Trustees.
May	30	<i>Sunday.</i> —Baccalaureate Sermon.
June	2	<i>Wednesday.</i> —Commencement.



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The Secretary of the University, Secretary *ex officio*.

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Elmer Schatz, Superintendent



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## GEORGE WASHINGTON'S WILL AND GEORGE WASHINGTON UNIVERSITY.

The establishment of a University in the National Capital was one of the desires most strongly entertained by George Washington. From the moment that the Constitution was adopted until the hour of his death he continually championed the idea. In his last will and testament he left a legacy for such an institution if ever created. The following extracts from it are interesting and suggestive:

"\* \* \* \* \* It has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas through all parts of this rising Empire, thereby to do away local attachments and state prejudices as far as the nature of things would, or indeed ought to admit, from our national councils—Looking anxiously forward to the accomplishment of so desirable an object at this is, (in my estimation) my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a University in a central part of the United States to which the youth of fortune and talents from all parts thereof might be sent for the completion of their education in all the branches of polite literature in arts and sciences—in acquiring knowledge in the principles of Politics and good Government and (as a matter of infinite importance in my judgment) by associating with each other and forming friendships in Juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned and which when carried to excess are never failing sources of disquietude to the Public mind and pregnant of mischievous consequences to this country:—under these impressions so fully dilated,—

ITEM—I give and bequeath in perpetuity the fifty shares which I hold in the Potomac Company (under the aforesaid Acts of the Legislature of Virginia) towards the endowment of a University to be established within the limits of the District of Columbia,  
\* \* \* \* \*

Washington's legacy never became effective. Congress, because of varying opinions as to the functions of the national government in matters of education, never acted; and in time the Potomac canal shares themselves became valueless.

The University seeks, however, to accomplish the ends which were in the mind of the great Washington and to attain that goal which Mr. Justice Brewer of the United States Supreme Court so



glowingly portrayed in an address at the first Mid-Winter Convocation:

*"On this birthday of the Father of His Country I leave with you this thought: George Washington, the testator; the people of the United States, the Executors; the bequest, a University; its domicile, the District of Columbia; its field of toil, the Republic; the reach of its ever-increasing influence and glory, the boundaries of space and time."*

#### FORM OF BEQUEST

One hundred thousand dollars will establish a chair, five thousand dollars a scholarship, and one thousand dollars a prize, in any department of the University.

*"I give and bequeath to the George Washington University, of Washington, D. C., the sum of \_\_\_\_\_ dollars, free from legacy duty or tax, the same to be used as its Board of Trustees may determine (or, in case of a special gift, stating the terms of the gift)."*

#### HISTORY AND PRESENT ORGANIZATION

The George Washington University is the successor of The Columbian College in the District of Columbia which was chartered by an act of Congress approved February 9, 1821. In 1873 the name was changed to Columbian University and in 1904 to The George Washington University.

The first Commencement of Columbian College was held on the 15th of December, 1824, with the President of the United States, the Honorable John Quincy Adams, Secretary of State, the Honorable John C. Calhoun, Secretary of War, the Honorable Henry Clay, Speaker of the House of Representatives, and General Lafayette among those present.

Work in the College was confined to the Arts and Sciences until March, 1825, when the Medical Department was established under the conduct of Dr. Thomas Sewall. The Medical Department is thus in the chronological order of establishment the seventeenth medical school in the United States. In 1826 the Law Department was founded with the Honorable William T. Carroll and Mr. Justice Cranch as its professors. A Theological School founded in the same year was soon moved to Newton, Mass., where it now flourishes. On October 1, 1884, the Corcoran Scientific School, now the College of Engineering was founded. Under Dean Charles Monroe the School of Graduate Studies was organized in 1893. The Dental School had as its nucleus a course of lectures begun in November, 1887. The most recent of the schools of the University, Teachers College, was started as The Division of Education in 1907. Under the provisions, Section II of the Act of 1905, there

are now two affiliated colleges—The National College of Pharmacy, organized in 1905, and the College of Veterinary Medicine, organized in 1908.

**EDUCATIONAL ORGANIZATION****DEPARTMENT OF ARTS AND SCIENCES**

School of Graduate Studies

Columbia College

College of Engineering

Teachers College

**DEPARTMENT OF MEDICINE AND DENTISTRY**

The Medical School

The Dental School

**THE LAW SCHOOL****THE ASSOCIATED COLLEGE**

The National College of Pharmacy

**Annual Commencement**

The Annual Commencement is held thirty-six weeks after the last Wednesday in September. Students who have satisfied the requirements for degrees subsequent to the June Commencement may be awarded degrees at the Fall Convocation on October 23.

The Winter Convocation is held on February 22.

**University Assemblies**

University Assemblies will be held from time to time, the attendance of students upon which may be required.

**Special University Lectures**

In fulfillment of its declared purpose to inculcate sound principles of patriotism and a sense of devotion to the Government of the United States, special lectures will be given during the year on the subjects of Constitutional Law, International Relations and Civic Duties. The Dean of any department may require the attendance upon these lectures by all the students of his department as a part of their obligatory work. Arrangement is in progress for the delivery of lectures on International Relations of the United States by Hon. David Jayne Hill, former Ambassador to Germany, similar to the two which were delivered by him before the University in Memorial Continental Hall in April, 1919. Arrangements are also being made with other men of prominence and high scholastic attainments for lectures on the other subjects mentioned.

**The University Library**

The University Library comprises the Library of the Department of Arts and Sciences, the Law Library, and the Medical Library. It contains 54,000 volumes.



In addition to its general collections the Library of the Department of Arts and Sciences contains the Library of the late Professor Richard Heinzel, of the University of Vienna, containing 7,200 books and pamphlets in Germanic philology and literature, and cognate branches; the library of the late Professor Curt Wachsmuth, of the University of Leipzig, containing 7,900 books and pamphlets in Greek and Roman literature, archaeology, and history; the Mount Vernon Alcove containing 4,000 volumes in political history, international law, and the social sciences. Besides, the library of the American Institute of Architects, consisting of 1,063 volumes and portfolios of plates and drawings, is deposited in the reading room as a loan collection, where it is accessible, also, to all local architects. The library is open from 9 a.m. to 10.30 p.m.

The Law Library, containing 7,500 volumes, is open from 8.30 a.m. to 10 p.m.

The Medical Library, containing about 3,000 volumes, is open from 9 a.m. to 9 p.m.

#### Privileges in Governmental Institutions Open to University Students

In order to promote research and the diffusion of knowledge, the Congress of the United States has made the scientific resources of the Government accessible to students under the terms of the following joint resolution, approved April 12, 1892:

*"Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That the facilities for research and illustration in the following and any other governmental collections now existing or hereafter to be established in the city of Washington for the promotion of knowledge shall be accessible, under such rules and restrictions as the officers in charge of each collection may prescribe, subject to such authority as is now or may hereafter be permitted by law, to the scientific investigators and to students of any institution of higher education now incorporated or hereafter to be incorporated under the laws of Congress or of the District of Columbia, to wit:*

1. Of the Library of Congress.
2. Of the National Museum.
3. Of the Patent Office.
4. Of the Bureau of Education.
5. Of the Bureau of Ethnology.
6. Of the Army Medical Museum.
7. Of the Department of Agriculture.
8. Of the Fish Commission.
9. Of the Botanic Gardens.
10. Of the Coast and Geodetic Survey.
11. Of the Geological Survey.
12. Of the Naval Observatory."

PA F T  
DEPARTMENTS OF THE UNIVERSITY





## DEPARTMENT OF ARTS AND SCIENCES

### FACULTY

WILLIAM MILLER COLLIER, A.M., LL.D.,

President of the University.

A.B., Hamilton College, 1889, A.M., 1892, LL.D., 1918; LL.D., George Washington University, 1917; Referee in Bankruptcy for Northern District of New York, 1898-99; *Editor, American Bankruptcy Reports, Vols. 1-12, 1899-1905*; Lecturer on the Law of Bankruptcy, 1903-05, New York Law School; Special Assistant Attorney General of the United States and Solicitor of the Department of Labor 1903-05; American Minister Plenipotentiary and Envoy Extraordinary to Spain, 1905-09; Chief of American Delegation (with rank of Minister Plenipotentiary) to the International Conference at Christiania, to frame a government for the islands of Spitzbergen, 1914; Lecturer in International Law, New York Law School, 1912-18; Lecturer in International Law, Wells College, 1915-16; Lecturer on the Law and Practice of Diplomacy, George Washington University, 1916-18; President, 1918—.

JAMES HOWARD GORE, B.S., Ph.D., LL.D., Litt.D.,

Professor Emeritus of Mathematics.

B.S., George Washington University, 1879, Ph.D., 1888, Litt.D., 1918; LL.D., Georgetown College, 1910, Richmond College, 1911; Tutor, George Washington University, 1878-81, Adjunct Professor of Mathematics, 1881-83, Professor, 1883-1909, Professor Emeritus, 1909—; President, Philosophical Society of Washington, 1904; Manager, National Geographical Society; Secretary, American Metrological Society, 1899-1910.

HOWARD LINCOLN HODGKINS, Ph.D. . . . . Dean of the Department of Arts and Sciences and of the College of Engineering, and Professor of Mathematics.

A.B., George Washington University, A.M., 1883, Ph.D., 1892; Tutor, 1883, Assistant Professor, 1884-87, Professor, 1887—, Dean, Corcoran Scientific School, 1897-1903, Dean of the University, 1900-02, Dean, College of Engineering, 1905—, Dean, Department of Arts and Sciences, 1913—.

HERMANN SCHOENFELD, Ph.D., LL.D. . . . . Professor of German. Graduate, Gymnasium, Strehlen; Universities of Paris (Ecole de Droit), Petrograd, Berlin, Breslau, and Leipzig; Instructor, Johns Hopkins University, 1891-93; delegate, U. S. Bureau of



Education for investigation of higher education in Russian, Austrian, and Prussian Poland, 1893-94; Professor of German, 1894—.

✓JAMES MACBRIDE STERRETT, A.M., D.D., Litt.D.,

Professor Emeritus of Philosophy.

A.B., University of Rochester, 1867, D.D., 1886; A.M., Harvard University, 1870; B.D., Episcopal Theological School, Cambridge, Massachusetts, 1872; Litt.D., George Washington University, 1919; Professor of Ethics and Apologetics, Seabury Divinity School, 1881-92; Professor of Philosophy, George Washington University, 1892-1909, Professor Emeritus, 1909—; President, Society of Philosophical Inquiry, 1893-1910.

✓CHARLES EDWARD MUNROE, Ph.D., LL.D. . . . . Dean Emeritus of the School of Graduate Studies and Professor Emeritus of Chemistry.

S.B., Harvard University, 1871; Ph.D., George Washington University, 1894, LL.D., 1912; Assistant in Chemistry, Harvard University, 1871-74; Professor of Chemistry, U. S. Naval Academy, 1874-86; Chemist to Torpedo Corps, U. S. Torpedo Station and War College, 1886-92; Professor of Chemistry, George Washington University, 1892-1919, Professor Emeritus 1919—; Dean, Corcoran Scientific School, 1892-98, Dean, School of Graduate Studies, 1893-1919, Dean Emeritus, 1919—; Chairman, Committee on Explosives, Council of National Defense, 1918—.

✓FRANK WIGGLESWORTH CLARKE, Sc.D., LL.D.,

Professor of Mineral Chemistry.

S.B., Harvard University, 1867; Sc.D., George Washington University, 1891; D.Sc., The Victoria University of Manchester, 1903; LL.D., Aberdeen University, 1906, University of Cincinnati, 1914; Instructor, Cornell University, 1869; Professor of Chemistry, Howard University, 1873-74; Professor of Chemistry and Physics, University of Cincinnati, 1874-83; Professor of Mineral Chemistry, George Washington University; Chief Chemist, U. S. Geological Survey, honorary Curator of Minerals, U. S. National Museum, 1883—.

✓WILLIAM ALLEN WILBUR, A.M., Litt.D.,

Dean of Columbian College, and Professor of English.

A.B., Brown University, 1888, A.M., 1894, Litt.D., 1916; Dean,

Columbian Academy, 1895-97; Professor of English, 1897—, Dean, Columbian College, 1907—.

CHARLES CLINTON SWISHER, Ph.D., LL.D....Professor of History. A.B., Yale University, 1876; LL.B., Columbia University, 1880; Ph.D., Cornell University, 1892; LL.D., University of Guadalajara, 1890, Mt. St. Mary's College, Emmittsburg, Maryland, 1905; Professor of History, 1896—.

MITCHELL CARROLL, Ph.D.,

Professor of Archeology and the History of Art.

A.B., A.M., Richmond (Va.) College, 1888; Ph.D., Johns Hopkins University, 1893; Professor of Greek, Richmond College, 1895-97; Member, American School of Classical Studies, Athens, 1897-98; Reader in Classical Archeology, Johns Hopkins University, 1898-99; Professor of Classics, 1899-1910, Professor of Archeology and History of Art, George Washington University, 1910—; in charge Latin Department, Chataqua Summer School; General Secretary, Archeological Institute of America; *Editor*, "Art and Archeology."

PAUL BARTSCH, Ph.D.....Professor of Zoology.

B.S., State University of Iowa, 1896, M.S., 1899, Ph.D., 1905; Aid, Division of Mollusks, U. S. National Museum, 1896-1905, Assistant Curator, Division of Mollusks, 1905-14, Curator, Division of Marine Invertebrates, 1905; Professor of Zoology, George Washington University, 1899—, Director of the Histologic and Physiologic Laboratories, and Lecturer on Medical Zoology, Medical Department, Howard University, 1901—; Vice-President, Washington Academy of Sciences; President, The Biological Society of Washington; *Associate Editor*, "The Osprey," 1900—.

GEORGE NEELY HENNING, A.M., Litt.D.....Acting Dean of the School of Graduate Studies, and Professor of Romance Languages.

A.B., magna cum laude, Harvard University, 1894, A.M., 1898; A.M., George Washington University, 1896, Litt.D., 1919; Assistant in French, Harvard University, 1897-98, Instructor, 1895-96, George Washington University; Instructor, 1899-1900; Professor of Romance Languages, 1901—, Acting Dean, School of Graduate Studies, 1918—.



✓ALBERT BURNLEY BIBB .....Professor of Architecture.

✓ASAPH HALL, JR., Ph.D.....Professor of Astronomy.  
A.B., Harvard University, 1882; Ph.D., Yale University, 1889;  
Assistant, U. S. Naval Observatory, 1882-85; Assistant  
Astronomer, Yale University, 1889-92, Naval Observatory,  
1905-08; Professor of Mathematics, U. S. Navy, 1908—;  
Professor of Astronomy.

✓ALBERT MANN, Ph.D.....Professor of Botany.  
A.B., Wesleyan University, 1879, A.M., 1882; Ph.D., Univer-  
sity of Munich, 1894; Professor of Botany, Ohio Wesleyan  
University, 1895-1900; Plant Morphologist, U. S. Department  
of Agriculture, 1919—; Professor of Botany.

✓SHEPHERD IVORY FRANZ, Ph.D., LL.D., M.D.,  
Professor of Experimental Psychology.  
A.B., Columbia University, 1894, Ph.D., 1899; M.D., (hon.)  
George Washington University, 1915; LL.D., Waynesburg  
College, 1915; Assistant in Psychology, Columbia University,  
1897-99; Assistant in Physiology, Harvard Medical School,  
1899-1901; Instructor in Physiology, Dartmouth Medical  
School, 1901-04; Pathological Physiologist, McLean Hospital,  
1904-06; Physiologist, St. Elizabeth's Hospital (Government  
Hospital for Insane), 1907—, Scientific Director, 1910—;  
Professor of Physiology, George Washington University,  
1906—, Professor of Experimental Psychology, 1908—;  
Research Assistant, Carnegie Institution of Washington,  
1903—; Chairman, Sub-Committee on Reeducation and Mem-  
ber Committee on Psychology, National Research Council,  
1917—; Member, Committee on Hospitals, General Medical  
Board, Council of National Defense, 1917-18; *Editor, Psycho-  
logical Bulletin*; *Member Editorial Board Psychological Re-  
view, Journal of Experimental Psychology, Psychological  
Monographs, Psychological Index*; *Associate Editor, Psycho-  
biology.*

✓CHARLES SIDNEY SMITH, Ph.D.....Professor of Greek and Latin  
A.B., Princeton University, 1888, A.M., 1891; Ph.D., Johns  
Hopkins University, 1906; Vice-President, Classical Associa-  
tion for Middle States, 1915; President, Washington Classical  
Club, 1915—; Professor of Greek and Latin, 1907—.

✓WILLIAM CARL RUEDIGER, Ph.D.....Dean of Teachers College,  
and Professor of Educational Psychology.  
Ph.B., University of Wisconsin, 1899, Ph.M., 1903; Ph.D.,

Columbia University, 1907, Doctor's Diploma in Education, Teachers College, 1907; Teacher in Elementary School, Alma, Wisconsin, 1893-94; Teacher in High Schools, Eau Claire, Wisconsin and Winona, Minnesota, 1899-1902; Assistant in Education, University of Wisconsin, 1902-03; Professor of Methods, Normal College, Dillon, Montana, 1903-05; Assistant in Physiology, Columbia University, 1906-07; Assistant Professor of Educational Psychology, 1907-11, Professor of Educational Psychology, 1911—, Dean, Teachers College, 1912—, Director, Summer School, 1915—.

ALFRED FRANCIS WILLIAM SCHMIDT, A.M.,

Librarian and Professor of German.

A.B., Leland Stanford Junior University, 1895; A.M., Mount Angel College, Oregon, 1898; Assistant, Hopkins Railway Library, 1894-95; First Assistant, University Library, Leland Stanford Junior University, 1895-96, Assistant and Instructor in Anglo-Saxon, 1896-97, Instructor in German, 1897-1900, Head Classifier, University Library, 1900-01, Assistant Librarian, 1901-02; Assistant in Classification, Library of Congress, 1902-06; Instructor in German, George Washington University, 1905-06, Assistant Professor, 1906-11, Professor, 1911—, Librarian, 1906—; Acting Professor of German, Howard University, 1909-13, Professor and Supervisor of courses in German, 1913-14; Chief Assistant Classifier, Library of Congress, 1913—.

WILLIS LUTHER MOORE, Sc.D., LL.D.,

Professor of Applied Meteorology.

LL.D., Norwich University, 1896; Sc.D., St. Lawrence University, 1906; Chief, U. S. Weather Bureau, 1895-1913; Professor of Meteorology, U. S. Weather Bureau, 1894-95; President, National Geographical Society, 1905-1910; Vice-President, Washington Academy of Science, 1905-10; Lecturer, Royal Institution, London, 1912; Professor of Applied Meteorology.

WILLIAM JACKSON HUMPHREYS, C.E., Ph.D.,

Professor of Meteorological Physics.

A.B., Washington and Lee University, 1886, C.E., 1888; Ph.D., Johns Hopkins University, 1897; Professor of Physics and Chemistry, Washington College, Maryland, 1893-94; Fellow in Physics, Johns Hopkins University, 1895-96; Instructor in Physics, University of Virginia, 1897-1905; Professor of Meteorological Physics, U. S. Weather Bureau,



1895—, Professor of Meteorological Physics, George Washington University; President, Washington Philosophical Society, 1919; Vice-President, American Association for the Advancement of Science, 1918; Vice-President, Washington Academy of Sciences, 1919; *Associate Editor, Journal of the Franklin Institute.*

EDWARD ELLIOTT RICHARDSON, M.D., Ph.D.,

Professor of Philosophy. M.D., George Washington University, 1895, B.S., 1904, M.S., 1905, Ph.D., 1907; Prosector to Chair of Anatomy, 1897-99, Assistant Demonstrator of Anatomy, 1899-1908, Instructor in Philosophy, 1908-09, Acting Professor, 1912-14, Professor, 1914—; Secretary, Society of Philosophical Inquiry, 1905-10, President, 1910—; *Editor, Memoirs, Society for Philosophical Inquiry.*

GEORGE WASHINGTON LITTLEHALES, C.E.,

Professor of Nautical Science. Graduate, U. S. Naval Academy, 1883, Post-Graduate Diploma, 1885; C.E., George Washington University, 1888; Hydrographic Engineer, U. S. Hydrographic Office, 1900—; Consulting Hydrographer, Carnegie Institution of Washington, 1904-06; *Associate Editor, International Journal of Terrestrial Magnetism, 1896-06*; President, Philosophical Society of Washington, 1905; Vice President Washington Academy of Sciences, 1906, 1912, 1913; Professor of Nautical Science, 1913—.

RAY SMITH BASSLER, Ph.D.....Professor of Geology. A.B., University of Cincinnati, 1902; M.S., George Washington University, 1903, Ph.D., 1905; Assistant Curator of Paleontology, U. S. National Museum, 1904-08, Curator of Paleontology, 1908; Assistant Professor of Geology, George Washington University, 1904-14, Professor, 1914—; Secretary, Paleontological Society of America, 1910—.

ROBERT RUSS KERN, A.B.....Professor of Economics. A.B., University of Missouri, 1905; Fellow, Columbia University, 1905-06; Assistant in Economics, Cornell University, 1906-07, University of Chicago, 1908-09; Assistant Professor of Economics and Sociology, 1911-15, Professor, 1915—.

ALBERT LEWIS HARRIS, B.S. in Arch....Professor of Architecture. B.S. in Arch., George Washington University, 1912; Assistant Professor of Architecture, 1912-15, Professor 1915—.

- DE WITT CLINTON CROISSANT, Ph.D.....Professor of English. A.B., Princeton University, 1899, Ph.D., 1911; Instructor in English, University of Colorado, 1901-02; Charles Scribner Fellow in English, Princeton University, 1902-03; Instructor in English, George Washington University, 1905-06, Assistant Professor, 1906-10; Assistant Professor of English, University of Kansas, 1911-13, Director, University Extension Division, 1913-14, Associate Professor of English, 1914-15; General Field Agent, Simplified Spelling Board, 1915-16, Member, Advisory Council, Professor of English, George Washington University, 1916—; Investigator, U. S. Bureau of Efficiency, 1918-19.
- JOAQUIN DE SIQUEIRA COUTINHO, Kt., Sc.D.....Professor of Portuguese Language and Literature. Baccalaureat, Central Lycée of Lisbon, Portugal, 1889; C.E., Institute of Technology, Lisbon, Sc.D., 1907; Travelling Fellow of Portuguese Government, University of London and Oxford University, 1907-09; Member, Council for Technical Education, Portuguese Government, 1913; Professor of Portuguese Language and Literature, Free University of Lisbon, 1913-15; Professor of Portuguese Language and Literature, 1916—.
- LOUIS COHEN, B.S. in E.E.....Professor of Radio Electricity. B.S., Armour Institute of Technology, 1901, Member, Scientific Staff, Bureau of Standards, 1905-09, Lecturer, 1918; Lecturer on Electricity, George Washington University, 1915-16, Professor of Radio Electricity, 1916—.
- ISRAEL SCHAPIRO, Ph.D.,  
Professor of Semitic Languages and Literature. Ph.D., University of Strassburg, 1906; Professor of Jewish History and Hebrew Literature, Teachers College, Jerusalem, 1907-10; in charge Division of Semitic and Oriental Literature, Library of Congress, 1913—; Professor of Semitic Languages and Literature, 1917—.
- TRUMAN MICHELSON, Ph.D.....Professor of Ethnology. A.B., Harvard University, 1902, A.M., 1903, Ph.D., 1904; Parker Fellow of Harvard University, Universities of Leipzig and Bonn, 1904-05; Instructor in Latin, University of Missouri, 1905-06; Ethnologist, Bureau of American Ethnology, 1910; Professor of Ethnology, George Washington University, 1917—; Vice-President, Anthropological Society of Washington.



JAMES CHAMBERS PRYOR, A.M., M.D.,

Professor of Preventive Medicine. AB., M.D., University of Nashville, 1894; M.D., Vanderbilt University, 1895, M.A., Johns Hopkins University, 1913; Instructor in Naval Hygiene, U. S. Naval Medical School, 1911-13, Head of Department of Naval Hygiene, 1916—; Secretary, Section of Military and Naval Hygiene, XV International Congress on Hygiene and Demography, 1912; Professor of Preventive Medicine, George Washington University, 1917—; Captain, Medical Corps, U. S. Navy, 1918—.

CHARLES EDWARD HILL, Ph.D. .... Professor of Political Science. A.B., University of Michigan, 1906, A.M., 1907, Ph.D., Harvard University, 1916; Assistant Professor of Political Science, 1916-18, Professor, 1918—.

JOHN THOMAS ERWIN, A.M. .... Professor of Mathematics. A.B., A.M., Vanderbilt University, 1904; Teaching Fellow in Mathematics, Vanderbilt University, 1904-05; Instructor in Mathematics, University of Alabama, 1907-08; Professor of Mathematics, Millsaps College, 1915-16; Professor of Mathematics, 1918—.

ALLERTON SEWARD CUSHMAN, Ph.D. .... Professor of Chemistry. B.S., Worcester Polytechnical Institute, 1888; A.M., Harvard University, 1896, Ph.D. and John Harvard Fellow, 1897; Associate Professor of Chemistry, Bryn Mawr College, 1900-01; Assistant Director, Office of Public Roads and Chemist in Charge of Investigations, 1902-10; Director, Institute of Industrial Research; 1910—; Lieutenant Colonel, Ordnance R. C.; Professor of Chemistry, 1919—.

HIRAM COLVER MCNEIL, Ph.D. .... Professor of Chemistry. B.S., Denison University, 1896, M.S., 1900; Ph.D., George Washington University, 1905; Professor of Chemistry, Shurtleff College, 1899-1904; Assistant Chemist, U. S. Bureau of Chemistry, 1907-14; Associate Chemist U. S. Bureau of Standards, 1914-18; Assistant Professor, George Washington University, 1910-18; Acting Professor, 1918-1919, Professor, 1919—.

OTIS DOW SWETT, S.M., LL.M. .... Professor of Chemistry. LL.B., George Washington University, 1891, LL.M., 1892, B. S. in Chemistry, 1904, M.S., 1908; Instructor in Chemistry, 1904-09, Assistant Professor, 1909-1919; Professor 1919—;

*Editor, Chemical Extracts, American Chemical Society,*  
1909—Expert Examiner, U. S. Civil Service Commission,  
1914—.

ALLAN BOWYER MCDANIEL, B.S.,

Acting Professor of Civil Engineering.  
B.S., Massachusetts Institute of Technology, 1901; Instructor  
in Civil Engineering, Case School of Applied Science, 1906-07;  
Professor of Civil Engineering, University of South Dakota,  
1907-12; Assistant Professor of Civil Engineering, University  
of Illinois, 1912-16; Head, Department of Civil Engineering,  
Union University, 1916-18; Acting Professor of Civil En-  
gineering, 1918—.

NEVIL MONROE HOPKINS, Ph.D.. Assistant Professor of Chemistry.  
B.S., George Washington University, 1899, M.S., 1900, Ph.D.,  
1902; Instructor in Chemistry, George Washington Univer-  
sity, 1899-1902, Assistant Professor, 1902—; Trustee, and in  
charge, Institute of Industrial Research; Electrical Engineer,  
Navy Department, 1905-08; Engineer, U. S. Office of Public  
Roads, 1909—; Technical Adviser, design section of Gun  
Division, Bureau of Ordnance, 1917—; Major, Ordnance De-  
partment, 1917—.

EDWIN ALLSTON HILL, Ph.D.... Assistant Professor of Chemistry.  
A.B., Yale University, 1875, M.A., 1902; M.S., George Wash-  
ington University, 1901, Ph.D., 1908; Assistant Examiner, U.  
S. Patent Office, 1900—; Instructor in Chemistry, 1901-05,  
Assistant Professor, 1905—.

LEVI RUSSELL ALDEN, A.M., LL.B.,

Assistant Professor of History.  
A.B., George Washington University, 1903, A.M., 1904, LL.  
B., 1906; A.M., Harvard University, 1907; Instructor in His-  
tory, George Washington University, 1905-11, Assistant Pro-  
fessor, 1911—.

BEDFORD BROWN, B.S..... Assistant Professor of Architecture.  
B.S. in Arch., Columbia University; Assistant Professor of  
Architecture, George Washington University, 1913—.

GEORGE MORTON CHURCHILL, Ph.D.. Assistant Professor of History.  
A.B., Boston University, 1896; A.M., George Washington Uni-  
versity, 1909, Ph.D., 1914; Assistant Professor of History,  
George Washington University, 1914—; Assistant in Classi-  
fication, Library of Congress, 1904—.



EDWARD ROGERS NOYES, M.D....Assistant Professor of Chemistry  
M.D., George Washington University, 1908; Instructor in  
Chemistry, U. S. Naval Medical School, 1902-18, in charge,  
Chemical Laboratory of Hygiene and Sanitation, 1918—;  
Assistant Professor of Chemistry, 1915—.

JOHN RAYMOND LAPHAM, M.S. in C.E.,  
Assistant Professor of Civil Engineering.  
B.S. in C.E., Brown University, 1909; M.S. in C.E., Pennsy-  
vania State College, 1916, Assistant Instructor, 1911-12, In-  
structor, 1912-16; Special Engineering Agent, Extension  
Division, Massachusetts State Board of Education, 1916-17;  
Assistant Professor of Civil Engineering, 1917—.

THOMAS BENJAMIN BROWN, Ph.D..Assistant Professor of Physics.  
A.B., Cornell University, 1912, Ph.D., 1916; Instructor in  
Physics, Cornell University, 1912-17; Assistant Professor of  
Physics, George Washington University, 1917—.

CLARENCE CAMERON KOCHENDERFER, A.M.,  
Assistant Professor of Commerce.  
A.B., Maryville College, 1906; A.M., Olivet College, 1907; A.  
M., University of Wisconsin, 1915; Assistant Professor of  
Commerce, George Washington University, 1917—.

HENRY GRATTAN DOYLE, A.M.,  
Assistant Professor of Romance Languages.  
A.B., Harvard University 1911, A.M., 1912, Instructor in  
Romance Languages, 1913-16; Instructor in Romance Lan-  
guages, George Washington University, 1916-18, Assistant Pro-  
fessor, 1918—; *Contributing Editor, Journal of Education.*

WILLIAM DARRACH HALSEY, A.B.,  
Assistant Professor of Mechanical Engineering.  
A.B., Swarthmore College, 1912; Instructor in Mechanical En-  
gineering, George Washington University, 1915-18, Assistant  
Professor, 1918—.

ARTHUR FREDERICK JOHNSON, M.E.,  
Assistant Professor of Naval Architecture.  
Graduate, with honor, Webb Academy, 1911; M.E., George  
Washington University, 1916; Instructor in Naval Architec-  
ture, 1916-18, Assistant Professor, 1918-19.

KARL HONAMAN, M.S.,

Assistant Professor of Electrical Engineering.  
M.S., Franklin and Marshall College, 1916; Instructor, Franklin and Marshall College, 1916-17; Assistant Physicist, U. S. Bureau of Standards, 1917-18, Associate Physicist, 1918—; Assistant Professor of Electrical Engineering, 1918—.

SAMUEL R. PARSONS, M.S.....Assistant Professor of Mechanics.  
B.S., Massachusetts Agricultural College, 1911; M.S., Pennsylvania State College, 1915; Assistant Mathematics, Massachusetts Agricultural College, 1911-13; Instructor in Physics, Pennsylvania State College, 1913, Instructor in Mechanics and Materials of Construction, 1914, Instructor and Assistant Professor of Physics; Assistant Physicist, U. S. Bureau of Standards, 1918—; Assistant Professor of Mechanics, 1918—.

LEONARD D. NORSWORTHY, C.E., A.M.,

Acting Assistant Professor of Civil Engineering.  
C.E., Columbia University, 1909, A.M., 1910, Assistant in Civil Engineering, 1909-10; Assistant Professor of Mathematics, Grinnell College, 1910-12; Instructor in Civil Engineering, (in charge of Materials Testing Laboratory), Columbia University, 1912-13, Assistant Professor of Civil Engineering, 1913-1917; Acting Assistant Professor of Civil Engineering, 1918—.

LOUIS EUGENE MCARTHUR, A.M...Assistant Professor of History.  
B.Pd., Brigham Young University, 1897; A.B., George Washington University, 1916, A.M., 1917, Instructor in History, 1917-1919; Assistant Professor, 1919—.

FREDERICK EUGENE FOWLE, JR., B.S....Lecturer on Astro-Physics.  
B.S., Massachusetts Institute of Technology, 1894; Assistant, Harvard College Observatory, 1887-94; Aid, Smithsonian Astrophysical Observatory, 1894—; *Editor, Smithsonian Physical Tables*, 1910—; Lecturer on Astro-Physics, 1905—.

WILLARD STANTON SMALL, Ph.D.....Lecturer on Education.  
A.B., Tufts College, 1894, A. M., 1897; Ph.D., Clark University, 1900; Professor of English, Lombard College, 1896-97; Professor of Psychology, Michigan State Normal College, 1896-97; Professor of Psychology, Michigan State Normal College, 1901-02; Professor of Psychology and Director of Training, State Normal School, Los Angeles, California; Superintendent, City Schools, San Diego, California; Princi-



pal, Eastern High School, 1906-1918; Lecturer in Education, Johns Hopkins Summer School, 1912-14, 1916-17; Lecturer on Education, 1907—.

CHARLES HERBERT STOCKTON, LL.D.,

Lecturer on International Law. Graduate, U. S. Naval Academy, 1865; LL.D., George Washington University, 1909; President, Naval War College, 1898-1900; Naval Attaché, American Embassy, London, 1903-05; Rear Admiral U. S. Navy, retired, 1907—; First Delegate, London Naval Conference, 1908-09; President, George Washington University, 1910-18, Lecturer of International Law, 1910—.

HARRY GRANT HODGKINS, A.B.....Instructor in Mathematics. A.B., George Washington University, 1890, Instructor in Mathematics, 1890-06, 1910—, Registrar and Librarian, 1891-95; Piece Worker, Nautical Almanac Office, 1887-97, Assistant, Naval Observatory.

JULIA THECKLA MACMILLAN, M.S.....Instructor in Zoology. B.S., George Washington University, 1907, M.S., 1911, Instructor in Zoology, 1913—.

CHARLES EDWIN VAN ORSTRAND, M.S.,

Lecturer on Mathematical Physics. B.S. in C.E., University of Illinois, 1896, in Mathematics and Astronomy, 1897; M.S., University of Michigan, 1898; Computer, Nautical Almanac Office, U. S. Naval Observatory, 1898-99, Assistant, 1899-1900; Assistant Physical Geologist, U. S. Geological Survey, 1900-13, Associate, 1913—, in charge of Physical Laboratory, 1908—, Physical Geologist, 1916—; Lecturer on Mathematical Physics, George Washington University, 1910—.

HARVEY LINCOLN CURTIS, Ph.D.....Lecturer on Physics. Ph.B., University of Michigan, 1900, A.M., 1903, Ph.D., 1910; Instructor in Physics, Michigan Agricultural College, 1903-07; Assistant Physicist, Bureau of Standards, 1907-12, Associate Physicist, 1912-18; Physicist, 1918—; Lecturer on Physics.

MARIETTA STOCKARD ALBION, A.B.,

Lecturer on the Teaching of Children's Literature. A.B., Bachelor's Diploma in Education, George Washington University, 1914, Lecturer on the Teaching of Children's Literature, 1912—.

- GEORGE TRAVER HARRINGTON, B. S. in Agr., B.S. in Chem.,  
Instructor in Botany,  
B.S. in Agr., University of Vermont, 1909; B.S. in Chem.,  
George Washington University, 1912; Instructor in Botany,  
1913—.
- EDWARD CULLOM, A.M. .... Instructor in French.  
A.B., University of Nashville, 1904; A.M., George Washington  
University, 1910; Instructor in Mathematics, University of  
Nashville Summer School, 1905; Instructor in French, 1912—.
- EDGAR LEE HEWITT, D.Soc., LL.D. .... Lecturer on Archaeology.  
B.Ped., Colorado State Teachers' College, 1892, M.Ped., 1898;  
D.Soc., University of Geneva, Switzerland, 1908; LL.D., Uni-  
versity of New Mexico, 1918; Professor of History, Tarkio  
College, Missouri, 1886-87; Superintendent, Training Depart-  
ment, State Teachers' College, Colorado, 1894-98; President,  
State Normal University of New Mexico, 1898-1903; Director,  
School of American Research; Director, San Diego Museum,  
1916—.
- CECIL KNIGHT JONES, B.Lit. .... Instructor in Spanish.  
B.Lit., University of California, 1897; Reference Librarian,  
University of California, 1893-1901, Assistant Instructor in  
Latin, 1897-98; Classifier and Cataloguer, Library of Con-  
gress, 1901—; Instructor in Spanish, 1915—.
- FRANK ALEXANDER WETMORE, M.S. .... Instructor in Zoology.  
A.B., University of Kansas, 1912; M.S., George Washington  
University, 1916; Instructor in Zoology.
- HARRIET UNDERWOOD SYMONDS, A.M. .... Lecturer on Education.  
A.B., George Washington University, 1913, A.M., 1917; Assist-  
ant in Educational Psychology, George Washington Univers-  
ity, 1914-17, Lecturer on Education, 1917—.
- CHARLES ELMER RESSER, Ph.D. .... Instructor in Geology.  
B.Pd., Millersville State Normal School, 1912; A.B., Franklin  
and Marshall College, 1913; A.M., George Washington Uni-  
versity, 1915, Ph.D., 1917; Assistant Curator, U. S. National  
Museum, 1915-19; Instructor in Geology, 1915—.
- WALDO LASALLE SCHMITT, B.S., M.A. .... Instructor in Zoology.  
B.S., George Washington University, 1913; M.A., University  
of California, 1916; Instructor in Zoology, George Washington  
University, 1916—.



GERTRUDE RICHARDSON BRIGHAM, Ph.D.,

Instructor in Archeology and History of Art.

A.B., George Washington University, 1913, A.M., 1914, Ph.D., 1916; Instructor in Archeology and History of Art.

ELMER LOUIS KAYSER, A.M.,

Secretary of the University, and Instructor in History.

A.B., George Washington University, 1917, Bachelor's Diploma in Education, 1917, A.M., 1918; Assistant in History, George Washington University, 1914-17, Instructor, 1917—; Assistant Librarian, 1917-18, Recorder, 1918, Secretary, 1918—.

EARL GORDON MARSH, C.E.....Instructor in Civil Engineering.

B.S. in C.E., George Washington University, 1902, C.E., 1903, Instructor in Civil Engineering, 1917—.

FRANCIS ALBERT WOODWARD, B.S. in M.E.....Instructor in Mechanical Drawing, and in Mechanical Engineering.

B.S. in M.E., George Washington University, 1917, Instructor in Mechanical Drawing, 1917—, Instructor in Mechanical Engineering, 1919—.

GEORGE VALENTINE WHITTLE, M.E.,

Instructor in Naval Architecture.

Graduate, Webb Academy, 1914; M.E., George Washington University; Instructor in Naval Architecture, 1917-1919.

XAVIER TEILLARD, B.és L.....Instructor in French.

Bachelier-és-Lettres, Université de France, 1873; Instructor in French, St. John's College, Washington, 1898-1903, Catholic University of America, 1905-19, George Washington University, 1917—.

FRANK MCGINLEY PHILLIPS, A.M.....Instructor in Statistics.

B.Di., Newton College, 1896; M.Di., Iowa State College, 1907; A.B., Iowa Teachers' College, 1910; A.M., State University of Iowa, 1915; Instructor in Mathematics, Central College, 1913-16, Instructor in Education and Registrar, 1916-17; Instructor in Mathematics, Iowa Wesleyan College, 1917-18; Statistician, War Department, 1918-19; Training Supervisor, Federal Board, 1919—; Instructor in Statistics, 1918—.

JUAN B. SALDANA.....Instructor in Spanish.

MORTON LEVITON, B.S.....Instructor in Russian.  
Graduate, School of Commerce, Odessa, Russia, 1906; B.S.,  
Armour Institute of Technology, 1912; Instructor in Russian,  
George Washington University, 1919—.

#### Assistants

RALPH WEBSTER BENTON, A.B.....Assistant in English.  
HENRY ALBERT LEPPER, B.S. in Chem....Assistant in Chemistry.  
PETER VALAER, S.M.....Assistant in Chemistry.  
MAY BLANCHE EINSTEIN.....Chief Assistant in the Library.  
RUTH FRANCES ALLEN.....Assistant in the Library.  
RACHAEL LOUISE BENFER.....Assistant in the Library.  
JULIA IRENE DANIELS,  
Assistant in the Library, and Student Assistant in English.  
MILDRED JOSEPHINE MOORE.....Assistant in the Library.  
BEATRICE WILKINS TAIT.....Assistant in the Library.  
WARREN REED WEST, A.B.....Assistant in History.  
CASPER LEHMAN COTTRELL.....Student Assistant in Physics.  
EARL R. CHURCH.....Student Assistant in History.  
JOHN AMAN.....Student Assistant in History.  
WAGER S. BROWN.....Student Assistant in Chemistry.  
BEVERLY CLARK.....Student Assistant in Chemistry.  
THOMAS ALLEN DAVIS.....Student Assistant in Chemistry.  
ALBERT JOSEPH FIHE.....Student Assistant in Chemistry.  
JOHN HENDERSON MOORE.....Student Assistant in Chemistry.  
MARIE ELIZABETH O'DEA.....Student Assistant in Chemistry.  
ALBERT A. SPEAR.....Student Assistant in Chemistry.  
MYER WEINSTEIN.....Student Assistant in Chemistry.  
HAZEN H. WILSON.....Student Assistant in Chemistry.  
HENRY BRATTAIN.....Assistant in Chemistry.  
BONIFANT HAMILTON, B.S. in Chem.....Assistant in Chemistry.  
HELEN AUGUSTA MILES, B.S. in Chem....Assistant in Chemistry.  
VIVIAN CAMPBELL KELCHNER ROBEY, B.S. in Chem.,  
Assistant in Chemistry.  
LASALIA MCCAFFREY.....Student Assistant in Economics.  
QUINTER LYON .....Student Assistant in English.  
MARTHA ELIZABETH SCHAAF.....Student Assistant in English.  
ARTHUR I. GEBHART.....Student Assistant in Chemistry.  
ROBERT N. ANDERSON.....Student Assistant in History.  
B. D. HODGKINS .....Student Assistant in Chemistry.  
A. L. MORAWSKI.....Student Assistant in Chemistry.

#### FACULTY OF THE SCHOOL OF GRADUATE STUDIES

President Collier, Dean Henning, Professors Hodgkins, Schoenfeld, Clarke, Wilbur, Swisher, Carroll, Bartsch, Henning, Hall,



Mann, Franz, Smith, Ruediger, Schmidt, Moore, Humphreys, Richardson, Littlehales, Bassler, Kern, Croissant, Schapiro, Michelson, Pryor, C. E. Hill, Coutinho, Cohen, Erwin, Cushman, McNeil, Swett; Assistant Professors Hopkins, E. A. Hill, Alden, Churchill, Noyes, Lapham, T. B. Brown, Kochenderfer, Doyle, Halsey; Messrs. Small, Van Orstrand, Curtis, Kayser, Miss Brigham.

#### FACULTY OF COLUMBIAN COLLEGE

President Collier, Dean Wilbur, Professors Hodgkins, Schoenfeld, Swisher, Carroll, Bartsch, Henning, Bibb, Smith, Ruediger, Schmidt, Richardson, Bassler, Kern, Croissant, Coutinho, Schapiro, C. E. Hill, McNeil, Erwin, Swett; Assistant Professors E. A. Hill, Alden, Churchill, Lapham, T. B. Brown, Kochenderfer, Doyle, Halsey, Hanaman, McArthur; Messrs. H. G. Hodgkins, Harrington, Cullom, Jones, Resser, Kayser, Woodward, Teillard, Miss Macmillan, Miss Brigham .

#### FACULTY OF COLLEGE OF ENGINEERING

President Collier, Dean Hodgkins, Professors Schoenfeld, Wilbur, Henning, Bibb, Schmidt, Littlehales, Bassler, Harris, McNeil, McDaniel, Erwin, Swett; Assistant Professors Alden, Brown, Lapham, T. B. Brown, Doyle, Halsey, Honaman, Norsworthy, Parsons; Messrs. H. G. Hodgkins, Cullom, Resser, Marsh, Woodward.

#### FACULTY OF TEACHERS' COLLEGE

President Collier, Dean Ruediger, Professors Hodgkins, Schoenfeld, Wilbur, Swisher, Bartsch, Henning, Smith, Schmidt, Richardson, Bibb, Bassler, Kern, Croissant, C. E. Hill, McNeil, Erwin; Assistant Professors Alden, T. B. Brown, Kochenderfer, Doyle, McArthur; Messrs. Small, Kayser; Mrs. Albion, Mrs. Symonds.

## SCHOOL OF GRADUATE STUDIES

### HIGHER DEGREES

The higher degrees conferred in course by the University in this Division of the Department of Arts and Sciences are Master of Arts (A.M.), Master of Science (S.M.), Civil Engineer (C.E.), Electrical Engineer (E.E.), Mechanical Engineer (M.E.), and Doctor of Philosophy (Ph.D.).

### ADMISSION

Candidates for admission to courses for higher degrees must make application to the Dean of the School of Graduate Studies on application blanks, which may be obtained of him. Candidates must present certificates of the degrees they hold from the institutions conferring such degrees. Candidates requesting advanced standing must present detailed certificates of the work for which they ask credit.

### DEGREES OF MASTER OF ARTS AND MASTER OF SCIENCE

To be admitted to candidacy for the Master's degree a student must have completed a liberal undergraduate course of study such as is required by colleges of good standing antecedent to the baccalaureate degree. The Faculty of Graduate Studies reserves the right to decide in all cases whether the antecedent training fulfills the requirements. Moreover, the course of study pursued must have been such as to qualify the candidate for pursuing the subjects chosen for the Master's or other higher degree sought. In seeking admission the applicant must state whether he desires to obtain the Specialist degree or the Liberal Culture degree.

The Specialist degree is designed for students who propose to proceed toward the Doctor of Philosophy degree. Such candidates are required to complete one major and two minor subjects selected from properly correlated and approved University subjects amounting to twenty-four semester-hours, and to present a satisfactory thesis, which shall count for six semester-hours. Only one of the minor topics may be selected from the University subject which includes the major topic. Work for which this degree has been awarded may be credited as one year of work toward the Doctor of Philosophy degree, provided that it be in the same field of work.

The Liberal Culture degree is designed for students who do not intend to specialize in their work. Such candidates are required to complete a course of study amounting to not less than thirty semester-hours of work distributed among three approved University subjects, not more than eighteen semester-hours of which shall be given to any one subject. The candidate must also pre-



sent a thesis in the field to which the major subject belongs, which shall count for six of the required thirty credits.

A candidate for a Master's degree must pass at least one full year in residence and study at this University, and no work done in satisfaction of the requirements for the Bachelor's degree shall be counted again for a higher degree. Under no circumstances may courses in the First Section, "Primarily for undergraduates," be counted towards any higher degree, though a graduate student may be allowed to take them without receiving academic credit.

Advanced work done elsewhere may be credited toward the Master's degree in this University, to the extent of not more than twelve semester-hours. No work, whether done here or at other institutions, will be credited toward the Master's degree unless the student attains at least grade "C" or its equivalent on such work.

#### HIGHER DEGREES IN ENGINEERING

To be admitted to candidacy for higher degrees in Engineering a student must have completed a liberal undergraduate course of study such as is required by colleges of good standing antecedent to the baccalaureate degree in Engineering, and of such a character as to fit him to pursue to advantage the study of advanced engineering topics. The Faculty of Graduate Studies reserves the right to decide in all cases whether the antecedent training fulfills the requirements. Moreover, the courses of study pursued for the Bachelor's degree must be approved by the Faculty as qualifying the candidate for pursuing the chosen line of study for the degree sought.

A candidate for a degree in Engineering shall pass at least one year of residence at this University. He shall satisfactorily complete approved courses aggregating not less than thirty semester-hours, of which a thesis shall count six.

Advanced work done elsewhere may be credited toward a degree in Engineering in this University, to the extent of not more than twelve semester-hours. No work, whether done here or at other institutions, will be credited toward the Master's degree unless the student attains at least grade "C" or its equivalent on such work.

#### DEGREE OF DOCTOR OF PHILOSOPHY

The degree of Doctor of Philosophy is conferred upon a student who has pursued specialized courses in university subjects for a period of not less than three years, has engaged in research under university auspices, has submitted an acceptable thesis, and has met all the requirements prescribed. The degree is given for high

attainments and proved ability to do research work in some special branch of knowledge, as determined by the various tests applied.

Before a student can be admitted to candidacy for this degree he must give evidence that he has completed a liberal undergraduate course of academic study such as is required by colleges of good standing antecedent to the baccalaureate degree, and of such a character as to fit him to pursue to advantage researches in the field chosen for his graduate work. The Faculty of Graduate Studies reserves the right to decide in all cases whether the antecedent training fulfills the requirements. The applicant may be credited with graduate work done at other universities, provided such work is shown to be of grade similar to that required here, but at least one year, preferably the last, must be spent in residence at this University and the other requirements of the degree as prescribed must be fulfilled.

The candidate for the Doctor's degree shall offer three topics from the University subjects—one major and two collateral minor studies, one of which minors may be in the subject which includes the major topic. These must be pursued under the guidance of a committee consisting of the professors in charge of the University subjects in which the studies are pursued, with the professor in the major subject as chairman. This committee will determine his division of time, study, and research among the major and minor topics. Before the Doctor's degree is conferred, the candidate shall have pursued his major subject at least three years and each minor at least two years since he obtained his baccalaureate degree. The candidate shall pass satisfactory examinations upon the three subjects selected. He must satisfy the Professors of French and German, not more than one month after the opening of his final year, that he can read understandingly in the original, French and German works pertaining to his special field. In order to graduate the candidate must possess a broad acquaintance with his major subject and he must present a thesis upon some topic approved by the professor in charge of his major subject, which shall be a contribution to knowledge and which shall be accompanied by an adequate bibliography.

#### CANDIDATE'S COMMITTEE

The professors and other university officers offering the topics in which a candidate must qualify for his degree and to whom he is assigned constitute the Committee that must pass upon his work. The officer directing the major topic is chairman.



## EXAMINATIONS

Candidates must pass examinations upon all their topics. The examinations upon the minor topics may be taken at the close of the respective years in which these topics are completed, or later, at the discretion of the examiner. The final examination on the major topic shall cover the candidate's entire university work, and shall be given when the professor of that subject is satisfied that the student has taken sufficient work to warrant such an examination being taken. If a candidate has satisfactorily passed his final examination, he may be permitted to complete his thesis away from the University.

## DEFENSE OF THE THESIS

Before a candidate shall be recommended to the Board of Trustees for the degree of Doctor of Philosophy he must have successfully defended his thesis in public before a Board of Experts not officially connected with the University. Before the candidate shall be permitted to undertake the defense of his thesis, the thesis must have been favorably reported on and recommended for defense by the professor having supervision over the candidate's major topic, and by a co-referee appointed from the Faculty of Graduate Studies.

The subjects from which the candidate's selection may be made, as the Faculty may determine in each case, are as follows:

Applied Mathematics, Archaeology, Anatomy, Architecture, Astronomy, Astro-Physics, Bacteriology, Botany, Chemistry, Civil Engineering, Commerce, Economics, Education, Electrical Engineering, Ethnology, French, Embryology, English, Ethics, Geology and Mineralogy, Germanic Languages and Literature, Greek Language and Literature, Gynecology, Histology, Hydraulic Engineering, History, History of Art, International Law and Diplomacy, Latin Language and Literature, Law, Mathematics, Mechanical Engineering, Meteorology, Microscopy, Nautical Science, Paleontology, Pathology, Philosophy, Physics, Physiology, Pharmacology, Political Sciences, Preventive Medicine, Psychiatry, Psychology, Romance Languages and Literatures, Semitics, Sociology, Spanish, Zoology.

## REGULATIONS REGARDING THESES

All theses for each degree sought must, in their final form, be presented to the Dean on the dates announced in the University Calendar. They must previously have been typewritten on official thesis paper, which may be obtained from the Treasurer of the University. The Dean will present theses to the Chairman of the Committees on the candidates; doctoral theses will further

be submitted for examination to the co-referees appointed from the Faculty. Accepted theses, with their accompanying drawings, are the property of the University, and will be deposited in the University Library, but the authors of them are permitted to make copies. The candidate for the degree of Doctor of Philosophy is expected to print his thesis under the supervision of the professor in charge of his major subject, within one year after the degree is granted, and he is expected to present one hundred copies to the University, to be distributed among institutions of learning.

#### DOCTORATE DISPUTATIONS

The Thirty-third Doctorate Disputation was held publicly on May 20, 1918. The theses that were successfully defended, the candidates and the members of the boards of experts were as follows:

*Thesis:* The genesis of the Edict of Nantes. By EDWIN FRANKLIN ALBERTSWORTH, A.B., 1915, A.M., 1916, George Washington University. Before GEORGE LANSING RAYMOND, A.M., L.H.D.; RABBI ABRAHAM SIMON, Ph. D.; REV. ROLAND COTTON SMITH, A.M., B.D., Rector of St. John's. GEORGE MORTON CHURCHILL, Ph.D., Assistant Professor of History, presiding.

*Thesis:* A classification of the hemipterous family Aphididae. By ARTHUR CHALLEN BAKER, B.S.A., 1911, University of Toronto. Before CHARLES L. MARLATT, B.S., M.S., Assistant Chief Bureau of Entomology; W. DWIGHT PIERCE, A.M., Ph.D., Acting-in-charge Southern Field Crop Insect Investigation, Bureau of Entomology; CHARLES H. T. TOWNSEND, Ph.D., Entomological Assistant, Bureau of Entomology. PAUL BARTSCH, Ph.D., Professor of Zoology, presiding.

*Thesis:* The parasitism, morphology and cytology of *Cronartium Ribicola*, Fisher. By REGINALD HUNTER COLLEY, A.B., 1909, Dartmouth College; A.M., 1912, Harvard University. Before L. O. KUNKEL, Ph.D., Department of Agriculture; CORNELIOUS L. SHEAR, A.M., Ph.D., Plant Pathologist, Department of Agriculture; ERWIN F. SMITH, Sc.D., Pathologist-in-charge Bureau of Plant Pathology, Department of Agriculture. ALBERT MANN, Ph.D., Professor of Botany, presiding.

*Thesis:* The Lutheran Church and the Civil War. By CHARLES WILLIAM HEATHCOTE, A.B., 1905, A.M., 1908, Pennsylvania College, A.M., 1912, University of Pennsylvania. Before REV. JAMES STEPHEN LEMON, A.M., Ph.D., Late Chap-



lin American Church at Munich; FRANCIS H. PARSONS, Chief of the Smithsonian Division of the Library of Congress; REV. LUTHER HESS WARING, A.M., Ph.D., Historian. LEVI RUSSEL ALDEN, A.M., LL.B., Assistant Professor of History, presiding.

*Thesis:* The requirements for the bachelor's degree in the United States. By WALTON COLCORD JOHN, A.B., 1914, A.M., 1916, George Washington University. Before SAMUEL AVERY, A.M., Ph.D., LL.D., Chancellor of the University of Nebraska; JAMES HOWARD GORE, Ph.D., LL.D., Professor of Mathematics *emeritus*, George Washington University; SAMUEL SPAHR LAWS, LL.D., Litt.D., D.D., Late President of the University of Missouri. HOWARD LINCOLN HODGKINS, A.M., Ph.D., Dean of Department of Arts and Sciences, presiding.

*Thesis:* A contribution to the pathology of hereditary ataxia. By JOHN ARTHUR FRANKLIN PFEIFFER, M.D., 1908, Baltimore Medical College, A.M., 1916, George Washington University. Before FRANCLYN ELBERT DAVIS, B.A., Ph.G., M.D., late of L'Institut Pasteur de Paris; COL. FREDERICK F. RUSSELL, Medical Corps, U.S.A.; Passed Assistant Surgeon DALLAS G. SUTTON, U.S.N., Professor of Psychiatry, Naval Medical School. OSCAR BENWOOD HUNTER, A.M., M.D., Professor of Pathology and Bacteriology, presiding.

*Thesis:* Vocational education and the public schools. By WILL CARSON RYAN, Jr., A.B., 1907, Harvard University. Before JOHN A. CHAMBERLAIN, B.S., Supervisor of Manual Training, Public Schools, D. C.; JAMES PHINNEY MUNROE, B.S., Vice-Chairman Federal Board for Vocational Education; WALTER DILL SCOTT, Ph.D., Director Classification of Personnel in the Army. WILLIAM CARL RUEDIGER, Ph.D., Dean of Teacher's College and Professor of Educational Psychology, presiding.

The Thirty-fourth Doctorate Disputation was held publicly on February 3, 1919. The thesis that was successfully defended, the candidate and the members of the board of experts were as follows:

*Thesis:* The Alaskan Fur Seal. By G. DALLAS HANNA, A.B., 1910, A.M., 1913, University of Kansas. Before HUGH McCORMICK SMITH, M.D., LL.D., U.S. Commissioner of Fisheries; LEONARD STEJNEGER, Head Curator of Biology, U. S. National Museum; EDWARD ALEXANDER PREBLE, Biological Survey, U. S. Department of Agriculture. PAUL BARTSCH, Ph.D., Professor of Zoology, presiding.

The Thirty-fifth Doctorate Disputation was held publicly on February 27, 1919. The thesis that was successfully defended, the candidate and the members of the board of experts were as follows:

*Thesis:* Agricultural Education in the Secondary Schools of the United States. By HARRY PERCY BARROWS, B.S., 1911, Utah Agricultural College, S.M., 1917, George Washington University. Before SAMUEL PAUL CAPEN, A.B., A.M., Ph.D., Specialist in Higher Education, U. S. Bureau of Education; LAYTON S. HAWKINS, A.B., A.M., Chief, Division for Vocational Education; CHESTER DEACON JARVIS, B.S.A., Ph.D., Specialist in Agricultural Education, U. S. Bureau of Education. WILLIAM CARL RUEDIGER, Ph.D., Professor of Education, presiding.



## GROUP I, DRAMA

Shakespeare: Julius Caesar, or Macbeth, or Hamlet.

## GROUP II, POETRY

Milton: L'Allegro, Il Penseroso, and either Comus or Lycidas.

Tennyson: The Coming of Arthur, The Holy Grail, and The Passing of Arthur.

The selections from Wordsworth, Keats and Shelley in Book IV of Palgrave's Golden Treasury (First Series).

## GROUP III, ORATORY

Burke: Speech on Conciliation with America.

Macaulay's Two Speeches on Copyright, and Lincoln's Speech at Cooper Union.

Washington's Farewell Address and Webster's First Bunker Hill Oration.

## GROUP IV, ESSAYS

Carlyle: Essay on Burns, with a selection from Burns's Poems.

Macaulay: Life of Johnson.

Emerson: Essay on Manners.

A test on the books prescribed under the *Study* groups will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

For the George Washington University Scholarship Entrance Examinations the books for *Reading* and *Study* will be the required English of the Washington High Schools.

## Latin

*Elementary (two units)*

a. I. Latin Grammar: The inflections; the simpler rules for composition and derivation of words; syntax of cases and the verb; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse, and the subjunctive.

II. Latin Prose Composition: Translation into Latin of detached sentences and easy continuous prose based on Caesar.

b. Caesar: Any four books of the Gallic War, preferably the first four.

*Advanced (two units)*

a. Cicero: Any six orations from the following list, but preferably the first six mentioned. The four orations against Catiline,

Archias, the Manilian Law, Marcellus, Roscius, Milo, Sestius, Ligarius, the Fourteenth Philippic.

b. Virgil: The first six books of *Æneid*.

c. Advanced Prose Composition, consisting of continuous prose of moderate difficulty based on Cicero.

d. Sight Translation, based on prose of no greater difficulty than the easier portions of Cicero's orations.

#### Greek

##### *Elementary (two units)*

a. I. Greek Grammar: The topics for the examination in Greek grammar are similar to those detailed under Latin grammar.

II. Greek Prose Composition, consisting principally of detached sentences to test the candidate's knowledge of grammatical constructions. The examination in grammar and prose composition will be based on the first two books of Xenophon's *Anabasis*.

b. Xenophon: The first four books of the *Anabasis*.

##### *Advanced (one unit)*

a. Homer: The first three books of the *Iliad* (omitting II, 494, to end).

b. Sight Translation, based on prose of no greater difficulty than Xenophon's *Anabasis*.

#### French

##### *Elementary (two units)*

Candidates in Elementary French must have a good knowledge of the essential parts of grammar, with stress on pronouns and on regular verbs and the common irregular verbs. They must know the principles of pronunciation; must be able to translate simple English sentences or easy connected prose into French, and to translate accurately ordinary modern French prose. Candidates must have translated not less than 450 duodecimo pages by at least four different authors, of which amount at least one-third must be history. Candidates must have had a two-year's course of five periods per week.

##### *Advanced (two units)*

Candidates in advanced French must have partly translated, partly read, in addition to the requirements for Elementary French, at least 1000 pages of difficult French of several different authors, including history, fiction, drama, and poetry. Candidates must have had a four-year's course of five periods per week.

Fraser and Squair's French Grammar or Grandgent's Essentials of French Grammar is recommended.



*Spanish**(Two units)*

Candidates in Spanish must have a good knowledge of grammar including syntax, with stress on pronouns and verbs, regular and irregular. They must know the principles of pronunciation. They must be able to translate simple English sentences or easy connected prose into Spanish, and to translate accurately fairly difficult modern Spanish prose and verse. Candidates must have translated not less than 500 pages by at least four different authors, of which amount at least one-fourth must be history or drama. Candidates must have had a two-year's course of five periods per week.

*German**Elementary (two units)*

Candidates in Elementary German must have had a two-year's course of five periods a week. They must be able to read fluently at sight and to translate easy narrative prose and poetry. An accurate knowledge of the elements of German grammar and the ability to translate simple prose into German are requisite. About 300 pages of graduated narrative prose, one short play, and such poetry as is usually found in a First Reader will be considered an adequate preparation.

*Advanced (two units)*

Candidates in Advanced German must have had a four-year's course of five periods a week. They should be well trained in the syntactical laws of the language, have read about 800 pages of good literature in prose, preferably such prose works as are given in the Report of the Committee of Twelve of the Modern Language Association, and poetry, especially dramas by Lessing, Schiller, and Goethe, and studied an elementary history of German literature. German composition should comprise a number of short themes upon assigned historical or literary topics, lives of the authors read, etc.

*History*

In this subject special importance is attached to preparation in geography.

*Ancient (one unit)*

- a. Greek History, through the Roman Conquest; as much as is contained in Myer's, Bottsford's, or West's History of Greece.
- b. Roman History; as much as is contained in Allen's, Bottsford's or West's History of the Roman People.

*Mediaeval History (one unit)*

As much as is contained in first twenty chapters of Robinson's Mediaeval and Modern Times.

*Modern European History (one unit)*

As much as is contained in Robinson's Mediaeval and Modern Times from chapter 21 to the end.

*English History (one unit)*

As much as is contained in Larned's or Cheyney's History of England.

*American History with the Elements of Civil Government (one unit)*

As much as is contained in Fiske's History of the United States, and Fiske's Civil Government.

**Mathematics***Elementary and Intermediate Algebra (one and one-half units)*

I. Algebra to Quadratics: The four fundamental operations for rational algebraic expressions, factoring, highest common factor, lowest common multiple, complex fractions, the solution of equations of the first degree containing one or more unknown quantities, radicals, including the extraction of the square root of polynomials and numbers, and fractional and negative exponents.

II. Quadratics, etc.: Quadratic equations and equations containing one or more unknown quantities that can be solved by the methods of quadratic equations, problems depending upon such equations, ratio and proportion, and the binomial theorem for positive integral exponents.

*Advanced Algebra (one-half unit)*

The progressions; the elementary treatment of permutations and combinations; the use of four and five place tables of logarithms; undetermined coefficients; the elementary treatment of infinite series, the binomial theorem for fractional and negative exponents; the elementary treatment of the theory of equations.

*Plane Geometry (one unit)*

General text propositions, including the solution of simple original exercises and numerical problems.

*Solid Geometry (one-half unit)*

Properties of straight lines and planes, of dihedral and polyhedral angles, of projections, of polyhedrons, including prisms, pyramids, and the regular solids; of cylinders, cones, and spheres; of spherical triangles and the measurement of surfaces and solids.

*Plane Trigonometry (one-half unit)*

The definitions and relations of the six trigonometrical functions as ratios, proof of important formulas, theory of logarithms and use of tables, solution of right and oblique plane triangles.



## Physics

(One unit)

It is recommended that the candidate's preparation should include:

- a. Individual laboratory work, comprising at least thirty-five exercises well distributed over the subjects of physics.
- b. Instruction by lecture-table demonstrations.
- c. The study of at least one standard text-book, supplemented by the use of many and varied numerical problems. The metric system should be familiar to the student.

The laboratory note-book must be submitted for inspection, whether the candidate is admitted on certificate or by examination.

## Chemistry

(One unit)

The candidate's preparation in chemistry should include:

- a. Individual laboratory work, comprising at least forty experiments of a character analogous to those set forth by the College Entrance Examination Board. The laboratory note-book must be submitted for inspection.
- b. Instruction by lecture-table demonstrations.
- c. The study of at least one modern text-book.

*Requirements.*—The ground to be covered should include the following: The chief physical and chemical characteristics, the isolation and the recognition of the following elements and the preparation and study of their principal compounds: *Oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus, silicon, potassium, sodium, calcium, magnesium, zinc, copper, mercury, silver, aluminum, lead, tin, iron, manganese, chromium.*

The more detailed study should be confined to the italicized *elements* (as such) and to a restricted list of compounds, such as water, hydrochloric acid, carbon monoxide, carbon dioxide, oxides of nitrogen, nitric acid, ammonia, sulphur dioxide, sulphuric acid, hydrogen sulphide, sodium hydroxide, ammonium hydroxide.

Attention should be given to the atmosphere (constitution and relation to animal and vegetable life), flame, acids, bases, salts, oxidation and reduction, crystallization, combining proportions by weight and volume, calculations founded on these and on Boyle's and Charles' laws, symbols, formulas, equations and nomenclature, atomic theory, atomic weights, nascent state, natural groupings of the elements, solution (solvents and solubility of gases, liquids, and solids), strength of acids and bases, conservation and dissipation of energy, chemical energy and electrolysis, and of valence,

electrolytic dissociation, osmosis, mass action in a very elementary way. Chemical terms should be clearly understood, and the student should be able to illustrate and apply the ideas that they embody. The theoretical topics are not intended to form separate subjects of study, but to be taught only so far as is necessary for the correlation and explanation of the experimental facts. The facts should be given as examples from various classes and not as isolated things.

#### **Additional Subjects**

Certificates will be accepted in botany, zoology, physiology, physiography, political economy, drawing, music, and other accredited subjects in secondary schools.

#### ***Manual-training High School Subjects***

Technical subjects in manual-training high schools, or schools of similar grade, when duly certified, will be credited as follows:

Shopwork (not exceeding two units), domestic science and domestic art (not exceeding two units)

#### ***Business High School Subjects***

Commercial subjects in business high schools or schools of similar grade, when duly certified, will be credited to the extent of four units.

#### **ADMISSION TO ADVANCED STANDING**

Candidates for admission to advanced classes in any department are examined in all indispensable preliminary studies.

Due credit is given for properly certified courses of study pursued in other colleges and universities.

#### **SPECIAL STUDENTS**

All the courses of instruction are open to students of suitable age and attainments who wish, without reference to any degree, to pursue special studies. Candidates must show that they are familiar with the subjects preliminary to the studies which they wish to pursue.

#### **SCHOLARSHIPS AND PRIZES**

Applications for scholarships should be filed with the Dean of the College in which the student is to register not later than September fifteenth. All Scholarships except the Kendall Scholarship and the University Scholarships are awarded for one year only but they may be renewed. Any student holding a scholarship who fails to obtain a general average of 85 per cent on the work of any term, or whose deportment is unsatisfactory, will be reported to the President's Council, and in the absence of extenuating circumstances the scholarship will be revoked. All scholarships



are awarded by the Faculty of Arts and Sciences on recommendation of its Committee on Scholarships and other University aid.

#### Scholarships for Competition

The University offers the following scholarships to be awarded on competitive examination given at the time of the May entrance examinations. Holders of these scholarships are expected to pursue a regular course in one of the colleges of the Department of Arts and Sciences. No scholarship is awarded to a candidate whose examination average is below 80 per cent.

*Kendall Scholarship.*—The Kendall Scholarship, founded by the late Hon. Amos Kendall, is annually conferred on that member of the graduating class of any of the Washington High Schools who attains the highest average in the entrance examinations. This scholarship continues throughout the undergraduate course, and the student holding it pays only the registration, laboratory, and graduation fees.

*University Scholarships.*—The University offers also six scholarships, to be awarded annually to members of the graduating classes of any of the Washington High Schools. These scholarships continue throughout the undergraduate course, and students holding them pay only the registration, laboratory, and graduation fees.

#### Scholarships for Assignment

*Davis Scholarship.*—This is the income of a fund of one thousand dollars given to the University in October, 1869, by Hon. Isaac Davis, of Massachusetts.

*Mary Lowell Stone Scholarship.*—This scholarship was founded by a woman in memory of a woman student of science. It consists of a fund of two thousand dollars, the income from which is to be paid to needy women students of science in the University.

*Maria M. Carter Scholarship.*—This is the income of a fund of one thousand dollars given to the University in 1871 by Mrs. Maria M. Carter.

*Farnham Scholarship.*—This is the income of a fund of one thousand dollars given to the University in 1871 by Mrs. Robert Farnham.

*Withington Scholarship.*—This scholarship was founded in 1830, by the New York Baptist Theological Seminary, to be known as the Withington scholarship. It has an annual stipend in tuition fees of sixty dollars.

*Walker Scholarship.*—This scholarship was founded in 1824 by William Walker, Esq., of Putnam County, Georgia. It carries an annual stipend of one hundred dollars in tuition fees available for an undergraduate intending to enter the Christian ministry.

*Morehouse Scholarship.*—This scholarship was founded by Mr. A. Morehouse, of Washington, D. C., in 1861. It carries an annual stipend of sixty dollars in tuition fees available for an undergraduate intending to enter the Christian ministry.

*Nellie Maynard Knapp Scholarship Fund.*—Established in 1915 by the Columbian women in memory of its president, Mrs. Martin A. Knapp, to provide scholarships for women. Application may be made to any of the Deans in the Department of Arts and Sciences.

*Henry Harding Carter Scholarships.*—These scholarships, founded by Mrs. Maria M. Carter in memory of her husband, Henry Harding Carter, consist of four scholarships of the annual value of fifty dollars each, and may be awarded to deserving students who are preparing for the civil engineering profession.

*The Isabel Anderson Scholarship Fund.*—A fund of \$1,000 given by Isabel (Mrs. Larz) Anderson, Litt.D., for the education of needy Filipino students. Students under this fund are nominated by the Bureau of Insular Affairs of the War Department.

*The Byron Andrews Scholarship Fund.*—A fund founded by Mrs. Belle Fisk Andrews in memory of her husband, the late Byron Andrews, to provide scholarships "For ambitious and needy students, who desire to pursue courses in English, Latin, Journalism, History, Literature or Political Science."

*Admiral Powell Endowment.*—The Admiral Powell Endowment was made by Admiral Levin M. Powell, U. S. Navy. The income from this endowment is for the "free education of such young men as may desire to take advantage of the said endowment by way of their preparation for entrance into the Naval Academy at Annapolis, Maryland, or such as may fit them to become mates or masters in the Merchant Marine Service of the United States," and of "such apprentices as, having filled their time in the great steam manufactory establishments of the country, may apply for appointment from civil life in the Steam Engineer Department of the United States Navy." The number of scholarships awarded each year will be determined by the income from the endowment. Each scholarship will entitle the beneficiary to free tuition for one year. Such special courses of study are offered to each student as will give him the instruction needed to accomplish the purpose for which he is awarded the scholarship.

These scholarships are especially applicable to those who intend to come up for examination as warrant officers in the Engineer Department of the Navy, to warrant officers who are preparing for examination for appointment as Ensign, to persons desiring to enter the Navy as Acting Ensigns for engineering



duty, or to those who desire to fit themselves for responsible positions in the mercantile marine.

The subjects to be taken by a student will vary according to his preparation and according to the purpose for which he has been awarded the scholarship, but a year's work can be selected from the following topics:

	HOURS
Navigation and Nautical Astronomy .....	4
Algebra and Geometry .....	6
Trigonometry .....	3
Mechanical and Machine Drawing .....	8
English .....	6
French .....	6
German .....	6
Spanish .....	6
International Law .....	6
Commercial Geography .....	6
Boilers and Power Plants .....	3
Mechanical Laboratory .....	4
Electrical Engineering .....	6

*Ministerial Aid.*—The University authorizes the remission of a stated amount in tuition fees, to be called Ministerial Aid, which may be given to students, resident in the District of Columbia or its immediate vicinity, in the regular courses of Columbian College, preparing for the ministry and not yet ordained. Any student receiving Ministerial Aid may be called upon for clerical or like work to the extent of not more than one hour a week for every twelve dollars of tuition remitted, and of not more than four hours in any one week.

*University Aid.*—The University authorizes the remission of a stated amount in tuition fees, to be called University Aid, which may be loaned to undergraduate students in regular courses in the Departments of Arts and Sciences, whose circumstances warrant pecuniary assistance. Any student receiving University Aid is expected to repay it as soon as possible. In occasional instances he may be enabled, while still a student, to repay it in part or whole through clerical or like service rendered the University.

*Columbian Women Loan Fund.*—The Columbian Women have established a fund from which money is loaned to women students, preference being given to women who have already begun work in the University and who need assistance in continuing it. The administration of the fund remains with the Columbian Women.

## PRIZES

(Only candidates for degrees may compete for these prizes)

*Staughton and Elton Prizes.*—The Staughton Prize, for excellence in the Latin Language and Literature, and the Elton Prize, for excellence in the Greek Language and Literature, founded by the Rev. Romeo Elton, D.D., of Exeter, England, consist of two gold medals, annually awarded to the best scholar in each of these languages.

*Ruggles Prizes.*—The Ruggles Prizes, for excellence in Mathematics, founded by Professor William Ruggles, LL. D., consist of two gold medals, annually awarded upon examination to the best two scholars in Mathematics.

*Davis Prizes.*—The Davis Prizes were founded by Hon. Isaac Davis, of Massachusetts, in 1847. The original endowment was five hundred dollars, "proceeds of which will afford three premiums, in cash or gold medals, of the value of five dollars, of ten dollars, and of fifteen dollars annually—these premiums or prizes to be distributed annually to such members of the Senior Class as shall have made the greatest progress in elocution since their connection with the College." Only members of the Senior Class are eligible to compete for these prizes.

*Daughters of the American Revolution Prizes.*—These prizes founded by the Daughters of the American Revolution of the District of Columbia, consist of two gold medals, awarded annually to the two students in the graduating class who, having maintained a high standing in the regular courses in Mediaeval, Modern European, English, and American History during three years, shall produce the best essays upon an assigned topic of American history.

*The Thomas F. Walsh Prize.*—This prize, established by Thomas F. Walsh, Esq., of Colorado, and based upon the income of one thousand dollars, consists of a gold medal awarded annually to that student of the graduating class who, having maintained a high standard in the regular classes of Mediaeval, Modern European, English, and American History, shall produce the best essay upon a designated period of the History of England.

*E. K. Cutter Prize.*—The E. K. Cutter Prize in English was founded by the late Marion Kendall Cutter. The endowment is a fund of one thousand dollars, the income of which is given annually as a prize "for excellence in the study of English." The prize will be awarded to the member of the graduating class whose record in English, combined with general excellence, shows most marked aptitude and attainment in English studies.

*Willie E. Witch Prize.*—The Willie E. Fitch Prize, for highest



excellence in all branches of Chemistry, founded by James E. Fitch, Esq., in memory of his son, consists of fifty dollars, which is awarded annually for the best examination in Chemistry.

*The Gardiner G. Hubbard Memorial Prize.*—This is a prize in American History established by Mrs. Gertrude M. Hubbard in memory of her husband, the late Gardiner G. Hubbard. The endowment is a fund of one thousand dollars, the income from which is to be given annually to that member of the graduating class who has during four years maintained a high standing in the classes of American History, and who has produced the best essays upon subjects based upon a study of some assigned period of American history.

*Muth Prize.*—Geo. F. Muth and Company offer a set of drawing instruments to the student who makes the highest record in Mechanical Drawing 1.

*Colonial History Prize.*—The Society of the Colonial Dames of America, Chapter III, offers annually a gold medal for excellence in American Colonial History. This prize will be awarded by the professor of History for general excellence in this subject as shown by class standing, by special essays, and by such other tests as shall be prescribed.

*James Macbride Sterrett, Jr., Prize.*—Founded by Professor James Macbride Sterrett, in memory of his son, consists of a gold medal annually awarded to that student taking Course 1 in Physics who obtains the highest average in a special examination on a given subject and in the writing of an essay on an assigned topic.

*The Chi Omega Prize in Philosophy.*—An annual prize of fifteen dollars is offered by the Phi Alpha Chapter of the Chi Omega Fraternity for the best essay on a philosophical subject to be announced at the close of the preceding academic year by the Committee in Charge. Essays must meet the requirements defined by the Committee and be submitted on or before April 1. Only women students who are members of a senior class in the Department of Arts and Sciences, and who are or have been registered in General Psychology, Logic, and the History of Philosophy, are eligible to compete.

*Sigma Kappa English Prize.*—An annual prize of a set of books to the value of ten dollars is offered by the Sigma Kappa Fraternity to the student passing the best examination in the year's work in English Rhetoric. All members of the classes in English Rhetoric are eligible for this special examination, which will be given during the final examinations.

*Pi Beta Phi Prize in Political Science.*—The Pi Beta Fraternity has set aside ten dollars as a prize for the best essay written

during the year by a student of political science on a subject approved by the instructor. The essays must be submitted by May first.

*Pi Beta Phi Prize in Education.*—An annual prize of ten dollars is offered by the Pi Beta Phi Fraternity for the best essay on an educational topic. The essays will be judged by a committee of three, consisting of the Professor of Education and two others designated by him. The essays must be submitted by May first.

*Phi Mu Prize in Playwriting.*—An annual prize is offered by the Phi Mu Fraternity for a one-act play of approved excellence written by a student in the University. The award will be made by the English Department of the University, and the George Washington University Players shall have the opportunity to give the first production of the play.

*Sigma Kappa Prize in Chemistry.*—A prize of ten dollars is offered annually by Zeta Chapter of Sigma Kappa Fraternity to that student who passes the best examination in Chemistry 1, 2 and 23.

#### Davis Prize Speaking

The Davis Prize Speaking is held on the second Tuesday after the Easter holidays. The award of these three prizes is determined by a public speaking contest, in which the participants deliver original orations. Senior students wishing to enter the competition should report to the Dean of Columbian College not later than five weeks before the contest, and submit their orations not later than three weeks before the contest. The prizes are awarded by a committee consisting of three members, selected by the Faculty of the Columbian College.

#### PRIZE AWARDS, 1917-1918

*Davis Prizes.*—First Prize, Elizabeth Peet; Second Prize, Lettie Ethel Stewart; Third Prize, Lyle Virginia Rush.

*Daughters of the American Revolution Prizes.*—Alma Hankey. Jane Elizabeth Herrmann.

*Thomas F. Walsh Prize.*—Samuel Poe Carden.

*E. K. Cutter Prize.*—Lettie Ethel Stewart.

*Willie E. Fitch Prize.*—Arthur Gebhart.

*Gardner G. Hubbard Prize.*—Warren Reed West.

*Muth Prize.*—Walter J. Kirby.

*Chi Omega Prize in Philosophy.*—Alexandra Louise Galeski.

*Sigma Kappa Prize in English.*—Agnes Josephine Gregory.

*Pi Beta Phi Prize in Political Science.*—King Chu.



## HIGH SCHOOL SCHOLARSHIP AWARDS, 1917-1918

*Kendall Scholarship.*—A. R. Denison, McKinley Manual Training School.

*First University.*—Alice Fowler, Central High School.

*Second University.*—Mae A. Markley, Central High School.

*Third University.*—Elizabeth Earnest, Western High School.

*Fourth University.*—Genevieve Johnson, Central High School.

*Fifth University.*—W. L. Shearer, McKinley Manual Training School.

*Sixth University.*—Foster Hagan, Central High School.

## COLLEGE CHAPEL

Chapel Services are held at 12.20 p. m., Monday, Wednesday, and Friday, throughout the academic year. The students are usually addressed at these services by some man or woman of national prominence. Among the speakers during the past term have been the following: Professor George L. Raymond; the Reverend Doctor Charles Wood; William Bruce King, Esq.; Harry C. Davis, Esq.; Mrs. Thomas F. Walsh; the Reverend Doctor James S. Lemon; Mr. John Galsworthy; Madame Slavko Grouitch, Miss Mabel Boardman; Senator Miles Poindexter; Mrs. George Barnett; Mrs. Albert S. Burleson; the Honorable Chauncey M. Depew; Miss Eliza R. Scidmore; Mrs. Larz Anderson; Mrs. Florence Jackson Stoddard; Mrs. Champ Clark; Miss Hannah Jane Patterson; the Honorable Frank W. Mondell; the Honorable Richard Olney; Mrs. Wm. K. Payne; Mrs. James Carroll Frazer, Hon. Maximo Kalaw; Hon. Jose Santos; Professor Inazo Nitobe; Hon. H. B. F. Macfarland.

The Deans of the Colleges will confer with students as they may desire on questions concerning their welfare and will co-operate with them in all ways to make the college life one of personal helpfulness.

For catalogues, application blanks, and further information, address

THE RECORDER,  
The George Washington University,  
2023 G Street, Washington, D. C.

## FEES

- |   |     |
|---|-----|
| 1. Annual registration fee .....  | \$2 |
| 2. Tuition fee for each semester-hour credit of courses leading to the degrees of A.B., S.B., A.M., S.M., C.E., E.E., M.E. .... | 6   |
| The maximum fee charged in any one year is \$180  |     |
| 3. Tuition fee per annum for graduate courses leading to the degree of Ph.D. ....   | 180 |

4. Registration fee for students taking problems of the Beaux Arts Society .....	2
5. Laboratory courses:	
Material fees:	
Experimental Psychology .....	2
Geology 1, Zoology, Botany, each .....	5
Chemistry 2, 3, 7, 28, and 30; Electrical Engineering; Physics, each .....	10
Chemistry 4 (Assaying) .....	20
Chemistry 8 .....	5
Chemistry, 20, 21 and 25, each .....	25
Deposits to cover breakage of apparatus issued, the amount paid in excess of breakage to be returned:	
Chemistry, 2, 3, 7, 8, 28 and 30, each .....	10
Chemistry, 20 .....	15
Chemistry, 21, and 25, each .....	20
6. Microscope rental in Botany and Zoology 1 .....	5
7. Tuition fee for the following special course, not taken by candidates for a degree:	
Chemistry 4 (Assaying) .....	40
8. Fee for certificates under the seal of the University ...	2
9. Fee for graduation .....	10

*The above fees are for students entering in September 1918 or afterwards. Students who were in attendance in 1917-18 will pay fees according to the announcements in the catalogue for 1917-18, published in March 1917.*

Students are registered for the college year unless otherwise stated on the registration paper. No registration will be accepted for less than a half-year, and no change in the courses undertaken at the time of registration will be made unless approved by the Dean. Withdrawals during a half-year will be granted only on recommendation of the Dean and the approval of the President.

#### PAYMENT OF FEES

Registration, library, and other special fees, and laboratory deposit are due in full in advance. Tuition and laboratory material fees may be paid in eight monthly installments in advance. Students unable to pay their fees monthly in advance will be required to furnish as security an acceptable personal or corporate bond for \$200, for which a charge of \$3. will be made. In every instance all indebtedness must be discharged on or before May 1 of the current academic year. All fees are payable at the office of the Treasurer of the University, 2101 G Street.



## COLUMBIAN COLLEGE

### ADMISSION

Candidates for admission to the Freshman Class in Columbian College must meet the general admission requirements (p. 44) of fifteen units. A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. *The fifteen units of the entrance requirement must include English, 3 units; Mathematics, 2½ units; and one of the following languages: Latin, Greek, French, German, or Spanish, 2 units.* The remainder of the requirements is elective and may be satisfied in general by any accredited secondary school subjects.

For admission to advanced standing or as special students, see (p. 51.)

### REQUIREMENTS FOR DEGREES

The undergraduate degrees offered by Columbian College are Bachelor of Arts, and Bachelor of Science in Medicine. To be recommended for either of these degrees, the student must satisfy the admission requirements, and must complete at least one-hundred and twenty semester-hours of undergraduate courses at least twenty-four semester-hours of which (or twelve semester-hours in the combined courses), must be completed in Columbian College. A "semester-hour" of credit is one recitation or lecture a week or one laboratory period a week for one semester. No time limit for the course is prescribed and the degree is given when the total of prescribed and elective studies is completed.

The class hours are so arranged that persons who can give only part time to college work may complete a full college course and obtain a degree. Such students usually take six years to complete the course. Classes in required and elective subjects are scheduled in the two class periods from five-ten o'clock to six-fifty. The drawing rooms and laboratories are open from nine o'clock in the morning until half past ten at night.

One grade of special distinction is recognized in awarding the bachelor's degree. It is shown by inserting the words "With Distinction" on the diploma after the name of the degree. It is awarded under the following conditions:

"That the names of all students who have received a mark of at least B (90 per cent) on courses representing at least sixty (60) per cent of all hours taken by them be submitted by the Dean to the Faculty of the Department in which the student shall be studying for a degree, after the completion of all final examinations in such students' final year of study for their degree;

"That the Faculty, after separate consideration of each indi-

vidual case, shall, if it see fit, recommend the awarding of the degree 'With Distinction' to students who shall have fulfilled the conditions above specified."

#### FOR THE DEGREE OF BACHELOR OF ARTS

To be recommended for the degree of Bachelor of Arts, the student must complete courses of study amounting to at least one hundred and twenty semester-hours including a group of prescribed subjects.

There are six curriculum groups, each leading to the degree of Bachelor of Arts. Every candidate for the degree of Bachelor of Arts selects one of these groups, and thereafter he is not permitted to change to another group except on condition that he fulfill the requirements of the group to which he changes.

The studies of the last two years are largely elective, subject to such administrative supervision as will insure the general consistency and the liberal character of the courses selected.

The scope of the six curriculum groups is a provision alike for the diversity in the subjects of the secondary school curriculum leading to a college course, and the needs of the various graduate and professional courses of study in the University for which the college course is a preparation.

Group I emphasizes Latin and Greek studies, and it would naturally be taken by students whose preparatory work has included four years of Latin or two years of preparatory Latin supplemented by "Latin B" in college.

Group II emphasizes the Modern Languages, affording to students whose preparation has not included Latin the humanistic influences of the literatures of the Modern Languages.

Group III emphasizes Mathematics and the Natural Sciences, and would naturally be selected by the student whose college preparation has been scientific rather than literary.

Group IV emphasizes Political Science and Economics and History, constituting important preparation for the Law School or the public service.

Group V includes all the pre-medical subjects and is specially constituted as a regular college course in preparation for the Medical School.

Group VI emphasizes Commerce and kindred subjects in preparation for commercial life or the public service.

(NOTE—Whenever in the following groups French or German is taken, if it is elementary, the same language shall be continued the succeeding year.)



## DEPARTMENT OF ARTS AND SCIENCES

## Group I, Latin

	SEMESTER HOURS
Latin* .....	12
Foreign Languages .....	18
English .....	12
History .....	6
Mathematics .....	6
Philosophy .....	6
Electives .....	60
	<hr/> 120

## Group II, Modern Languages

	SEMESTER HOURS
Modern Languages .....	24
English .....	12
History .....	12
Philosophy .....	12
Political Science .....	6
Natural Science .....	6
Electives .....	48
	<hr/> 120

## Group III, Natural Science

	SEMESTER HOURS
Natural Science .....	18
Mathematics .....	12
English .....	6
Modern Languages .....	12
Philosophy .....	6
Economics .....	6
Electives .....	60
	<hr/> 120

\*Students who offer only the two elementary units of Latin for admission may qualify for Group I by taking "Latin B" in college (see p. 95), but this will not be counted as a part of the twelve semester-hours of Latin required in this Group.

## Group IV, Political Science

	SEMESTER HOURS
Political Science and Economics .....	18
History .....	12
Commerce .....	6
English .....	6
Modern Languages .....	12
Mathematics .....	6
Philosophy .....	6
Electives .....	54
	120

## Group V, Pre-Medical

	SEMESTER HOURS
Chemistry, 1, 2 and 7 .....	14
Physics, 3 and 2 .....	10
Zoology, 1 and 2 .....	12
English .....	6
Modern Languages (preferably French or German) ..	12
Philosophy (including Psychology) .....	6
Mathematics .....	6
Electives .....	54
	120

## Group VI, Commerce

	SEMESTER HOURS
Commerce .....	16
Economics .....	10
Political Science and History .....	18
English .....	6
Modern Languages .....	12
Mathematics .....	6
Philosophy (including Psychology) .....	6
Electives .....	46
	120

SIX-YEAR COURSE FOR THE DEGREES OF BACHELOR OF ARTS  
AND BACHELOR OF LAWS

Professional courses in Law will be credited towards the degree of Bachelor of Arts to the extent of thirty semester hours. On



the completion of ninety semester hours of work in college, at least twelve semester-hours of which must be taken in Columbian College, including all of the required subjects in some one of the curriculum groups, and of the first year of the regular course in the Law School, the student will receive the degree of Bachelor of Arts. This combined course contemplates three years of college study and three years in the Law School. The effect is to shorten the period of study for the two degrees one year.

SEVEN-YEAR COURSE FOR THE DEGREE OF BACHELOR OF ARTS  
AND DOCTOR OF MEDICINE

Professional courses in Medicine will be credited towards the degree of Bachelor of Arts to the extent of thirty semester hours. On the completion of ninety semester hours of credit in college, at least twelve semester hours of which must be taken in Columbian College including all of the required subjects in some one of the curriculum groups, preferably Group V, and on the completion of the first year of the regular course in the Medical School, the student will receive the degree of Bachelor of Arts. This combined course contemplates three years of college study and four years in the Medical School. The effect is to shorten the period of study for the two degrees one year.

PUBLIC SERVICE COURSES

These courses are designed to impart general culture and a broad grasp of public questions, and thus to provide a training that will prove of value in commercial life, the practice of law, or public service. The work prescribed is broader than the requirement for entrance into the Consular and Diplomatic Service, so that the student who completes with credit the appropriate courses has a training that will fit him to rise to the higher positions in the service to which he may be appointed.

Regular students who are preparing for the Government Service should register for Group IV or Group VI, of the curriculum requirements for the degree of Bachelor of Arts, and should elect, also, the subjects named in Section 2 of the "Regulations Governing Examinations Promulgated by the Board of Examiners, December 13, 1906."

Special students who are preparing for the Consular Service examinations should register for such courses as relate to subjects named in Section 2, of the Government Regulations.

REGULATIONS GOVERNING EXAMINATIONS PROMULGATED BY  
THE BOARD OF EXAMINERS, DECEMBER 13, 1906\*

Section 2 reads as follows: The examinations will consist of an oral and a written one, the two counting equally. The object

\*As amended by Board of Examiners, February 13, 1911

of the oral examination will be to determine the candidate's business ability, alertness, general contemporary information, and natural fitness for the service, including moral, mental, and physical qualifications, character, address, and general education and good command of English. In this part of the examination the applications previously filed will be given due weight by the Board of Examiners, especially as evidence of the applicant's business experience and ability. The written examination will include those subjects mentioned in the Executive order, to wit, at least one modern language other than English—French, German, or Spanish;\* the natural, industrial, and commercial resources and the commerce of the United States, especially with reference to possibilities of increasing and extending the foreign trade of the United States; political economy, and the elements of international, commercial, and maritime law. It will likewise include American history, government, and institutions; political and commercial geography; arithmetic (as used in commercial statistics, tariff calculations, exchange, accounts, etc.); the modern history, since 1850, of Europe, Latin America, and the Far East., with particular attention to political, commercial, and economic tendencies. In the written examination, composition, grammar, punctuation, spelling, and writing will be given attention.

Students who seek a designation for consular and diplomatic examination should apply to the Department of State for full information. Consular service examinations are held in Washington only.

#### SUGGESTIONS FOR FRESHMAN COURSES IN THE CURRICULUM GROUPS

##### Group I, Latin

Latin 1 or "B", English, History, Mathematics, French or German.

##### Group II, Modern Languages

French, German, English, History, Chemistry 1 (or Chemistry 1 and 2.)

French or German, Spanish, English, History, Mathematics.

French or German, Spanish, English, Political Science, Zoology.

##### Group III Natural Science

Chemistry 1 and 2, Mathematics, English, French, German or Spanish, Economics.

##### Group IV, Political Science

Political Science, History, English, French or German, Mathematics.

Economics, Political Science, English, Mathematics, Spanish.

Economics, English, History, Mathematics, Spanish.



## Group V, Pre-Medical

Chemistry 1 and 2, Zoology 1, English, French or German, Mathematics.

## Group VI, Commerce

Economics, Commerce, English, French or Spanish, Political Science or History, Mathematics.

## GENERAL SUGGESTIONS

English Rhetoric (1 or 2) is required in every curriculum group. Mathematics is required in every group except the second. History should begin with Mediaeval history. Modern Languages should be taken in a sequence of at least two years in the same language. Information about all studies is given in the alphabetical arrangement of subjects under "Courses of Instruction."

The specified subjects in the selected group should be taken in the earlier part of the college course leaving the electives for the later years. Subjects should be chosen with view to an even distribution through the days of the week. Most courses come three times a week, either on Monday, Wednesday and Friday, or on Tuesday, Thursday and Saturday. Most general culture subjects are given in two sections, one early in the day and one late. Students who have all their time for college work should take the early sections. The late sections are given in the last two periods, at five-ten o'clock or at six o'clock, in order to afford to those employed in Government offices the opportunities of college study. Teachers in the public schools can usually take also the courses announced for four o'clock.

Fifteen hours a week is a standard amount of work for completing the college course in four years. When the college work is limited to the last two periods and the evening laboratory periods, the length of the course is generally six years.

Detailed information about fees is given on page 58.

## FOR THE DEGREE OF BACHELOR OF SCIENCE IN MEDICINE

Six-year Course for the Degrees of Bachelor of Science in Medicine and Doctor of Medicine

Regular students in this course will complete in two years the prescribed work in college, at least twelve semester hours of which must be taken in Columbian College, and the four-year course in the Medical School. On the completion of this six-year course, the student will receive at the same time the degrees of Bachelor of Science in Medicine and Doctor of Medicine. The curriculum for the Freshman and Sophomore years in college, including the pre-medical requirements, is as follows:

# COLUMBIAN COLLEGE

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## Freshman Year

	SEMESTER HOURS
Chemistry 1 and 2 .....	10
English 1 or 2 .....	6
French or German .....	6
Mathematics .....	6
Zoology 1 .....	6
	<hr/> 34

## Sophomore Year

	SEMESTER HOURS
Chemistry 7 and 23 .....	8
French, German or Spanish .....	6
Philosophy (including Psychology) .....	6
Physics 3 and 2 .....	10
Zoology 2 .....	6
	<hr/> 36

## SPECIAL COURSE FOR ADMISSION TO THE MEDICAL SCHOOL

### First Year

	SEMESTER HOURS
Chemistry 1 and 2 .....	10
English 1 or 2 .....	6
Zoology 1 .....	6
Electives .....	8
Total semester hours .....	<hr/> 30

### Second Year

	SEMESTER HOURS
Physics 3 and 2 .....	10
Zoology 2 .....	6
Chemistry 7 .....	4
Electives .....	10
Total semester hours .....	<hr/> 30

*Note.*—The Council on Medical Educational of the American Association states:—"Of the 60 semester hours required as the measurement of 2 years work, at least 18, including the 6 semester hours in English, should be in subjects other than the physical, chemical, or biologic science."



## COLLEGE OF ENGINEERING

### ADMISSION

Candidates for admission to the Freshman Class in the Civil Engineering, Electrical Engineering, Mechanical Engineering and Chemical Engineering Courses are required to present fifteen units for admission, distributed as follows:

	UNITS
English .....	3
French, German or Spanish .....	2
Plane and Solid Geometry .....	1½
Elementary and Advanced Algebra .....	2
Plane Trigonometry .....	½
Chemistry .....	1
Physics .....	1
Electives .....	4
<b>Total .....</b>	<b>15</b>

Candidates for admission to the Freshman Class in the Chemistry Course are required to present fifteen units for admission, distributed as follows:

	UNITS
English .....	3
French, German or Spanish .....	2
Plane Geometry .....	1
Elementary and Intermediate Algebra .....	1½
Chemistry .....	1
Elective .....	6½
<b>Total .....</b>	<b>15</b>

Candidates for admission to the Freshman Class in the Architectural Course are required to present fifteen units for admission, distributed as follows:

	UNITS
English .....	3
French, German or Spanish .....	2
Plane and Solid Geometry .....	1½
Elementary and Advanced Algebra .....	2
Plane Trigonometry .....	½
Electives .....	6
<b>Total .....</b>	<b>15</b>

For detailed descriptions of the requirements in each preparatory subjects see pages 45-51.

For admission to advanced standing or as a special student, see page 51.

#### COURSES FOR A DEGREE

Six courses of study are offered:

- I. CIVIL ENGINEERING.
- II. ELECTRICAL ENGINEERING.
- III. MECHANICAL ENGINEERING.
- IV. CHEMICAL ENGINEERING.
- V. CHEMISTRY.
- VI. ARCHITECTURE.

These courses occupy four years each, and lead to the degree of Bachelor of Science in Civil Engineering, in Electrical Engineering, in Mechanical Engineering, in Chemical Engineering, in Chemistry and in Architecture, respectively. Graduate courses of one year under the Faculty of Graduate Studies of the George Washington University are open to those who receive the appropriate engineering degrees, and lead, respectively, to the degrees of Civil Engineer, Electrical Engineer, and Mechanical Engineer.

The class hours are so arranged that persons who can give only part time to college work may complete a full engineering course and obtain a degree. Such students usually take six years to complete the course. Classes in all the general studies of the engineering courses and in many of the technical subjects are regularly scheduled in the two class periods from five o'clock to six-forty; and other technical courses are given in alternate years in these periods. The drawing rooms and laboratories are open from nine o'clock in the morning until half past ten at night.

#### REQUIREMENTS FOR A DEGREE

The arrangement of the topics in each of the regular courses for degree is shown below. The numbers following the names of subjects refer to the courses as given in the list of Department Subjects on page 84, to which reference should be made for more complete description.

#### CIVIL ENGINEERING COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Freshman Year		SEMESTER-HOUR CREDITS
Chemistry, 1, 7	.....	10
General Chemistry and Qualitative Analysis.		



	SEMESTER-HOUR CREDITS
English, 1 or 2 .....	6
Rhetoric.	
French, German or Spanish .....	6
Mechanical Drawing, 1 .....	4
Mechanical Drawing.	
Mathematics, 9 or 12 .....	6
Trigonometry; Analytic Geometry.	

## Sophomore Year

Civil Engineering, 1, 3, 4 .....	12
Surveying; Highway Engineering; Materials of Construction	
Commerce, 33 .....	4
Commercial Law.	
Mechanical Drawing, 8 .....	3
Descriptive Geometry.	
Mathematics, 20 or 21 .....	6
Calculus.	
Physics, 1, 2 .....	10
General Physics; Laboratory Physics.	

## Junior Year

Applied Mathematics, 20, 21, 22 .....	12
Mechanics; Hydraulics, Mechanics or Materials.	
Astronomy, 2 .....	2
Practical Astronomy.	
Chemistry, 6 .....	2
Metallurgy.	
Civil Engineering, 2, 22 .....	16
Railroad Engineering; Theory of Structures.	
Electrical Engineering, 6 .....	2
Industrial Electricity.	
Geology, 21 .....	4
Engineering Geology.	

## Senior Year

Civil Engineering, 21, 23, 24, 27, 28 .....	30
Hydraulic Engineering; Theory of Structures; Sanitary Engineering; Reinforced Concrete; Ma- sonry.	
Elective .....	6

# DEPARTMENT OF ENGINEERING

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## ELECTRICAL ENGINEERING COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

### Freshman Year

Identical with the Civil Engineering Course

### Sophomore Year

#### SEMESTER-HOUR

#### CREDITS

Civil Engineering, 4 .....	2
Materials of Construction.	
Commerce, 33 .....	4
Commercial Law.	
Mathematics, 20 or 21 .....	6
Calculus.	
Mechanical Drawing, 2, 8 .....	7
Machine Drawing; Descriptive Geometry.	
Mechanical Engineering, 1 .....	8
Mechanism.	
Physics, 1, 2 .....	10
General Physics; Laboratory Physics.	

### Junior Year

Applied Mathematics, 20, 21, 22 .....	12
Mechanics; Hydraulics; Mechanics of Materials.	
Chemistry, 6 .....	2
Metallurgy.	
Electrical Engineering, 1, 2, 4, 5 .....	14
Elementary Electricity and Electrical Engineer- ing; Electrical Measurements; Electrical Engi- neering Laboratory.	
Mechanical Engineering, 9, 20 .....	8
Engineering Laboratory; Thermodynamics, Steam Boilers and Power Plant Accessories.	

### Senior Year

Civil Engineering, 5, 6 .....	2
Surveying Instruments; Foundations.	
Electrical Engineering, 21, 22, 23, 24, 26, 27 .....	22
Alternating Currents; Electrical Distribution; Electrical Applications; Electrical Engi- neering Laboratory; Electric Lighting; Elec- tric Railways.	
Mechanical Engineering, 10, 23 .....	4
Engineering Laboratory; Hydraulic Machinery.	
Electives .....	7



MECHANICAL ENGINEERING COURSE LEADING TO THE DEGREE  
OF BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Freshman Year

Indential with the Civil Engineering Course

Sophomore Year

SEMESTER-HOUR  
CREDITS

Civil Engineering, 4 .....	2
Materials of Construction.	
Commerce, 33 .....	4
Commercial Law.	
Mathematics, 20 or 21 .....	6
Calculus.	
Mechanical Drawing, 2, 8 .....	7
Machine Drawing; Descriptive Geometry.	
Mechanical Engineering, 1 .....	8
Mechanism.	
Physics, 1, 2 .....	10
General Physics; Laboratory Physics.	

Junior Year

Applied Mathematics, 20, 21, 22 .....	12
Mechanics; Hydraulics; Mechanics of Materials.	
Civil Engineering, 22 .....	5
Theory of Structures.	
Mechanical Engineering, 9, 20, 24, 26, 27 .....	16
Engineering Laboratory; Thermodynamics, Steam Boilers and Power Plant Accessories; Ad- vanced Mechanism, Dynamics of Machinery; Power Plant Problems.	
Electrical Engineering, 2 .....	6
Dynamos and Motors.	

Senior Year

Chemistry, 6 .....	2
Metallurgy.	
Civil Engineering, 5, 6 .....	2
Surveying Instruments; Foundation.	
Electrical Engineering, 4, 5 .....	4
Electrical Laboratory.	
Mechanical Engineering, 10, 11, 23, 25, 28, 29, 30, 31 .....	21
Engineering Laboratory; Hydraulic Machinery; Machine Design; Industrial Management; Heating and Ventilating; Gas Engines; Steam Turbines.	
Electives .....	3

# DEPARTMENT OF ENGINEERING

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## CHEMICAL ENGINEERING COURSE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE IN CHEMICAL ENGINEERING

### Freshman Year

SEMESTER-HOUR  
CREDITS

Architecture 2 .....	2
Free hand Drawing.	
Chemistry, 1, 2 .....	10
General Chemistry; Laboratory Practice.	
English, 1 or 2 .....	6
Rhetoric.	
French, German or Spanish .....	6
Mathematics, 9 or 12 .....	6
Trigonometry; Analytic Geometry.	
Mechanical Drawing, 3 .....	4
Mechanical Drawing.	

### Sophomore Year

Chemistry, 3, 20 .....	10
Chemical Laboratory; Qualitative Analysis.	
Geology 1 .....	4
Mineralogy.	
Mathematics, 20 or 21 .....	6
Calculus.	
Mechanical Engineering, 1 .....	8
Mechanism.	
Physics 1 and 2 .....	10
General Physics, Physics Laboratory.	

### Junior Year

Applied Mathematics 20, 22 .....	8
Mechanics; Mechanics of Materials.	
Chemistry 6, 21, 23 .....	14
Metallurgy; Quantitative Analysis; Organic Chemistry.	
Commerce, 33 .....	4
Commercial Law.	
Electrical Engineering 1 .....	4
Elementary Mathematical Theory of Electricity.	
Mechanical Engineering 20 .....	6
Thermodynamics, Steam Boilers and Power Plant Accessories.	

### Senior Year

Chemistry 24, 25, 26, 29 .....	22
Organic Chemistry; Organic Laboratory; Physical Chemistry; Industrial Chemistry.	
Mechanical Engineering, 9, 10 .....	4
Mechanical Laboratory.	
Electives .....	8



CHEMICAL COURSE LEADING TO THE DEGREE OF BACHELOR OF  
SCIENCE IN CHEMISTRY

Freshman Year	SEMESTER-HOUR CREDITS
Architecture 2 .....	4
Freehand Drawing.	
Chemistry, 1, 2 .....	10
General Chemistry; Laboratory Practice.	
English 1 or 2 .....	6
Rhetoric.	
French, German or Spanish .....	6
Mathematics 3 or 6 .....	6
College Algebra; Solid Geometry; Elementary Trigonometry.	
Mechanical Drawing 4 .....	2
Mechanical Drawing.	
Sophomore Year	
Chemistry 3, 20 .....	10
Chemical Laboratory; Qualitative Analysis.	
French, German or Spanish .....	6
Mathematics 9 or 12 .....	6
Trigonometry; Analytic Geometry.	
Physics 1 and 2, or 2 and 3 .....	10
General Physics; Physics Laboratory.	
Electives .....	4
Junior Year	
Chemistry 21, (4), 23 .....	12
Quantitative Analysis; Organic Chemistry.	
Commerce, 33 .....	4
Commercial Law.	
French, German or Spanish .....	6
Geology 1 .....	4
Mineralogy.	
Mathematics 20 or 21 .....	6
Calculus.	
Electives .....	4
Senior Year	
Chemistry 6, 24, 25, 26, 27 .....	22
Metallurgy; Organic Chemistry; Organic Labora- tory; Physical Chemistry; Stereo-Chemistry.	
Geology 2 .....	4
General Geology.	
Electives .....	8

# DEPARTMENT OF ENGINEERING

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## COURSE IN ARCHITECTURE LEADING TO THE DEGREE OF BACHELOR OF SCIENCE OF ARCHITECTURE

### Freshman Year

### SEMESTER-HOUR CREDITS

Architecture, 2, 3, 4 .....	14
Free-hand Drawing; Architectural Drawing and Elementary Design; Projections, Shades Shadows and Perspective.	
English, 1 or 2 .....	6
Rhetoric.	
French .....	6
Mathematics, 9 or 12 .....	6
Trigonometry; Analytic Geometry.	

### Sophomore Year

Architecture, 5, 6, 8 .....	18
Architectural Design; Free-hand Drawing; His- tory of Architecture.	
English, 5 .....	6
English Literature.	
French .....	6
Geology, 2 .....	4

### Junior Year

Architecture, 20, 21, 22, 24, 25, 33, 41 .....	30
History of Architecture; Building Construction; Sanitation; Pen and Ink Rendering; Design; Water Color, Heating and Ventilating.	
Physics, 1 or 3 .....	6
General Physics.	

### Senior Year

Architecture, 27 or 37, 28, 39, 40, 43, 44 .....	30
Design; History of Painting and Sculpture; Build- ing Construction; Water Color; Office Prac- tice; Advance Construction.	
Commerce, 33 .....	4
Commercial Law.	
Electrical Engineering, 26 .....	2
Electric Lighting and Illumination.	
Electives .....	2

### SPECIAL STUDENTS

All the courses of instruction are open to students of suitable age and attainments who wish, without reference to any degree,



to pursue special studies. Candidates must show that they are familiar with the subjects preliminary to the studies which they wish to pursue.

#### FEEES

The annual tuition fee for a student taking courses aggregating fifteen or more hours a week throughout the year is one hundred and eighty dollars. Part time students pay in accordance with the amount of work taken, the fee being six dollars for each semester-hour credit. For courses in the laboratories there are additional laboratory fees. Full statements in regard to the fees are given on page 58.

Fees for students who entered previous to September, 1918, are as stated in the catalogue published in March, 1917.

## TEACHERS COLLEGE

The purpose of Teachers College is to provide (a) collegiate training for teachers, (b) instruction in education as a department of science.

The aims of the Teachers College may be summarized as follows:

- a. To promote the knowledge of educational science.
- b. To fit students for the higher positions in the public school service.
- c. To secure to teaching the rights and prerogatives of a profession.
- d. To aid in raising the standards of educational practice, and so to increase the efficiency of public education.

### ORGANIZATION

Teachers College provides a four years' college course, the first two years of which are devoted to a foundation of general culture courses, and the last two to professional courses and to specialization in the subjects which the student expects to teach. The schedule of courses is arranged so as to meet the convenience of both full time and part time students. By attending afternoon and Saturday classes, teachers in the schools of Washington and vicinity may complete all the requirements for a degree without giving up their positions.

### ADMISSION

Candidates for admission to the Freshman Class in Teachers College must meet the general admission requirements (p. 44) of fifteen units. *Three of these must be in English, two and one-half in Mathematics, and two in one of the following languages; Latin, Greek, French, German, or Spanish.* The remainder of the required fifteen units may be satisfied by any accredited secondary subjects.

Persons desirous of taking work without becoming candidates for a degree, may be admitted as *special students* on the presentation of satisfactory evidence that they are qualified to pursue the work to advantage.

### ADVANCED STANDING

Students transferring from normal schools, colleges, and other schools of similar rank will be admitted to such advanced standing as the courses they have pursued warrant. Graduates of normal schools with two-year courses resting upon graduation from an approved four-year high school are granted forty-eight semester-hours of advanced standing.



For further information concerning admission as special student or to advanced standing, see p. 51.

## GRADUATION

On the completion of courses of study aggregating a minimum of one hundred and twenty-four semester-hours, the University confers the degree of Bachelor of Arts and a Bachelor's Diploma in Education. These courses are partly prescribed and partly elective, and the degree is conferred when the necessary work has been completed, no time limit being set. The prescriptions are as follows:

## a. In general culture subjects:

	SEMESTER HOURS
Biology* .....	6
English .....	6
Foreign Language* .....	12
History* .....	12
Psychology and Logic .....	6
Philosophy .....	6

For the subjects marked with an asterisk (\*) electives may be substituted to the extent that approved secondary school work has been done in them. The foreign language requirement must fall in one language, while in history it is required that a survey of the world's history be obtained.

b. In professional subjects the following twenty semester-hours are prescribed, although teachers of experience may receive credit for Observation and Practice Teaching.

	SEMESTER HOURS
History of Education .....	4
Principles of Education .....	4
Principles of Teaching .....	4
School Hygiene .....	2
Observation and Practice Teaching .....	4
Electives in Education .....	6

Graduates of approved normal schools may satisfy the requirement in the professional subjects by the completion of twelve semester-hours exclusive of the credits for Observation and Practice Teaching. These hours are elective with the advice and consent of the Dean.

c. All regular students must complete before graduation at least eighteen semester-hours in a major, and at least ten semester-hours in a minor subject, in addition to the first required course, if any, in the same subject.

### THE TEACHER'S DIPLOMA

The Bachelor's Diploma in Education is granted in connection with the Bachelor of Arts degree (or, to students without experience in teaching, in connection with higher degrees) upon the fulfillment of the following condition: (1) The student must have satisfactorily completed the courses of study defined above. (2) He must, in the judgment of his instructors, also possess other qualifications essential to success in teaching.

A diploma corresponding to the degree is given also in connection with higher degrees, provided a graduate student has taken a major or minor in Education, has satisfied the requirements *a*, *b* and *c* above, and has had at least two years of successful experience in teaching.

A student holding a degree from an approved college or university may, by satisfying requirements *a*, *b* and *c* above, earn a diploma without registering for a degree.

### OBSERVATION AND PRACTICE TEACHING

Through the courtesy of the officials of the public schools, opportunities for observation and teaching are given in the high and elementary schools of Washington.

### EXPERIMENTAL WORK

Teachers College maintains a psychological laboratory for introductory experimental work. The equipment is specially adapted to the investigation of problems of interest to students of education.

The school system of a large city, moreover, offers abundant opportunity for observation and for the study of methods and other practical educational problems.

### TEACHERS APPOINTMENT BUREAU

Teachers College maintains a Teachers Appointment Bureau for the purpose of aiding students who are studying, or have studied, in the University, to secure positions as teachers. This service is performed gratuitously, in the interest both of students and of superintendents of schools and boards of education wishing to employ teachers.



SCHEDULE OF CLASSES  
IN  
COLUMBIAN COLLEGE AND TEACHERS COLLEGE  
MONDAY - WEDNESDAY - FRIDAY

<i>Course</i>	<i>Instructor</i>
9.15 Education 20 ..Principles of Teaching	Ruediger
Mathematics 3 .Alg.; Geom.; Trig.	Erwin
10.15 English 22 .....Shakespeare's Tragedies	Wilbur
French 3 .....Second Year French	Henning
German 20 ....Literature	Schoenfeld
Greek A .....Elementary Greek	Smith
Mathematics 9 .Trig.; Analytic Geom.	Erwin
Philosophy 1, 3 .Psychology; logic	Ruediger
Pol. Science 1, 3 U. S. Govt.; State Govts.	Hill
Spanish 3 .....Second Year Spanish	Doyle
11.15 Economics 1 ...General Economics	Kern
German 3 .....Second Year German	Schoenfeld
Greek 2 .....Xenophon, etc.	Smith
Pol. Sci. 27, 28 International Relations	Hill
1.45 German 7 .....Third Year German	Schoenfeld
Latin 1 .....Livy, etc.	Smith
Physics 3 .....General Physics	Brown
Spanish 1 .....First Year Spanish	Doyle
2.45 Greek 1 .....Herodotus, etc.	Smith
History 1, 2 ...Medieval History	Swisher
3.45 French 5 .....19th-17th Century	Henning
History 3, 4 ...European History	Swisher
Latin 2 .....Cicero, etc.	Smith
4.00 English 28 ....Humanistic Studies	Croissant
Spanish 22 ....Literature	Doyle
5.10 Commerce 40, 42 Ind. His. of U. S.; World Pol.	Kochenderfer
English 2 .....Rhetoric	Wilbur
English 31 .....Journalism	Croissant
French 7 .....Conversational	Teillard
French 55 .....17th Century Literature	Henning
German 22 ....Literature	Schoenfeld
History 25 .....English History	Churchill
Mathematics 4 .Algebra; Trig.	Hodgkins, H.G
Philosophy 2, 4 .Psychology; logic	Ruediger
Physics 1 .....General Physics	Brown
Pol. Sci. 29, 30 International Law; Diplo	Hill
Portuguese 1 ..First Year Course	Countinho
Russian 2 .....First Year Course	Leviton
Spanish 2 .....First Year Spanish	Doyle
Zoology 1 .....Invertebrates	Bartsch

# SCHEDULE OF CLASSES

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Course	Instructor
6.00 Commerce 36 ... Commercial Geography	Kochenderfer
Economics 2 .. General Economics	Kern
English 33 .... American Literature	Croissant
French 2a ..... First Year French	Cullom
German 4 ..... Second Year German	Schmidt
History 30, 31 . Amer. Constitutional Hist.	McArthur
Mathematics 6 . Alg., Geom., Trig.	Hodgkins, H.G.
Mathematics 12 Trig., Analytic Geom.	Erwin
Physics 22 ..... Light	Brown
Russian 4 ..... Second Year Course	Leviton
Spanish 2 ..... First Year Spanish	Jones
Spanish 7 ..... Spanish Conversation	Soldana
Zoology 2 ..... Vertebrates	Bartsch
TUESDAY - THURSDAY - SATURDAY	
9.15 Commerce 41, 43 Ind. Hist. of U. S.; World P.	Kochenderfer
English 5 ..... Survey	Croissant
French 1 ..... First Year French	Doyle
History 21 ..... Ancient History	Kayser
Mathematics 21 Calculus	Hodgkins, H I.
10.15 English 1 ..... Rhetoric	Wilbur
English 27 ..... Humanistic Studies	Croissant
Mathem. 24, 25 . Theory of Equations, etc.	Erwin
Philoso. 20, 21 . Hist. of Phil.; Ethics	Richardson
11.15 English 31 .... Journalism	Croissant
German 1 ..... First Year German	Schoenfeld
History 20 .... American History	Alden
Latin B ..... Cicero and Vergil	Smith
5.10 Architecture 8 . History of Architecture	Bibb
Botany 1 ..... General Botany	Harrington
Chemistry 1 ... General Chemistry	McNeil
Commerce 20, 47 Princ. of Business; Transp.	Kochenderfer
Ethnology 50 .. General Introduction	Michelson
French 2c ..... First Year French	
French 4 ..... Second Year French	Henning
German 2 ..... First Year German	Schmidt
German 8 ..... Third Year German	Schoenfeld
History 34 .... Contemporary History	Swisher
Mathematics 20 Calculus	Hodgkins
Mathem. 54, 55 Functions	Erwin
Pol. Sci. 21, 22 .. European Governments	Hill
Portuguese 4 ... Second Year Portuguese	Coutinho
Spanish 4 ..... Second Year Spanish	Doyle
6.00 Architecture 20 History of Architecture	Bibb
French 2b ..... First Year French	Cullom
French 6 ..... Literature	Henning
German 6 ..... Second Year German	Schmidt
History 31, 32 .. Modern European History	Swisher
Mathem. 12b .. Trig., Analytic Geom.	Erwin
Pol. Science 2, 4 U. S. Govt., State Govts.	Hill
Portuguese 6 ... Third Year Portuguese	Coutinho
Spanish 6 ..... Third Year Spanish	Doyle



## DEPARTMENT OF ARTS AND SCIENCES

## TUESDAY AND THURSDAY

<i>Course</i>	<i>Instructor</i>
10.15 Latin 21 ..... Quintilian, etc.	Smith
Physics 2 ..... Laboratory Physics	Brown
11.15 Astronomy 1 .. Popular Astronomy	Erwin
1.15 Chemistry 2 .. Laboratory Practice	McNeil
to Chemistry 3 .. Organic Chemistry	McNeil
4.15 Chemistry 7 .. Qualitative Analysis	McNeil
1.45 Greek 21 ..... Demosthenes, etc.	Smith
4.00 Architecture 28 Sculpture and Painting	Bibb
Classical Lit. 2 .. Latin Literature	Smith
Education 22 .. History of Education	Ruediger
5.10 Economics 22 23 Sociology	Kern
English 55 ..... Shakespeare	Wilbur
Education 50 ... Seminar	Ruediger
Philosophy 24 .. History of Philosophy	Richardson
6.00 Commerce 33 .. Commercial Law	Alden
Economics 27, 26 Banking; Finance	Kern
7.00 Chemistry 2 .. Laboratory Practice	McNeil
to Chemistry 3 .. Organic Chemistry	McNeil
10.00 Chemistry 7 .. Qualitative Analysis	McNeil
7.30	
to Physics 2 ..... Laboratory Physics	Brown
9.30	

## THURSDAY AND SATURDAY

6.10 Chemistry 24 .. Organic Chemistry	Swett
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## MONDAY AND WEDNESDAY

4.00 Education 29 .. Story Telling	Albion
5.10 Education 25 .. Secondary Education	Small
Ethnology 51 .. North American	Michelson
5.50 Philoso. 29, 22 .. Problems; Ethics	Richardson
6.10 Chemistry 26 .. Physical Chemistry	McNeil
7.00 Chemistry 8 ... Organic Chemistry	McNeil

## MONDAY AND FRIDAY

9.15 Economics 43, 44 Trust; Labor Problems	Kern
11.15 Mathematics 50 Differential Equations	Hodgkins
4.00 Geology 21 .... Engineering Geology	Resser
5.10 Geology 1 ..... Mineralogy	Bassler
Geology 20 .... Economic Geology	Bassler
6.00 Geology 2 ..... Geology	Bassler
Portuguese 3 ... History of Literature	Coutinho

## WEDNESDAY AND FRIDAY

4.00 Archaeology 20 History of Art	Carroll
5.00 Chemistry 23 .. Organic Chemistry	Swett

## TUESDAY

6.10 Chemistry 6 ... Metallurgy	McNeil
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# SCHEDULE OF CLASSES

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## WEDNESDAY

<i>Course</i>	<i>Instructor</i>
5.10 Geology 3 .....Geography	Resser
Philosophy 27 ..Recent Phil. Movements	Richardson
6.00 Geology 4 .....Physiographic Geography	Resser
Polit. Sci. 26 ..Brazil	Coutinho

## THURSDAY

2.45 Latin 22 .....Latin Composition	Smith
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## SATURDAY

9.15 Education 21 ..Principles of Education	Ruediger
to Education 28 ..Experimental Education	Symonds
11.15	
11.15 History 33 ....Current History	Swisher



## COURSES OF INSTRUCTION

### PROVIDED BY THE DEPARTMENT OF ARTS AND SCIENCES

Courses of instruction are divided into three sections.

First-section courses may be taken by third or fourth year students only by permission of the Dean and the professor in charge of the subject. They may sometimes be recommended to graduate students, but are not counted toward the higher degrees. The courses in the second section are in general for advanced students, candidates for the bachelor's degree; they serve, however, with additional work, as minors for the higher degrees, provided they have not already counted toward a degree. They may be taken by students in the second year of their course only by special permission of the professor in charge. The courses in the third section are in general for graduate students only, candidates for one or other of the higher degrees. They are open to undergraduates only on the recommendation of the instructors, and no undergraduate student shall take in one year more than one course in the third section. When an announced course has not been applied for by at least three students, candidates for a degree, the instructor may withdraw the course. First-section courses are numbered 1 to 19, inclusive; second-section courses 20 to 49, inclusive; third-section courses, 50 and upwards. The number of hours, unless otherwise specified, indicate hours per week throughout the year. The unit of credit is one hour of recitation or lecture work per week for one semester; laboratory hours in Chemistry and drawing count one-third unit each, in other subjects one-half unit each. Laboratories and drawing-rooms will be open from 9.15 a. m. till 10 p. m., with competent assistants in charge to direct students. No student is admitted to a course unless he fulfills all the preliminary requirements for the course, or otherwise satisfies the instructor that he is prepared to pursue it. Every student must make his election of courses so as to avoid conflict between the hours appointed for recitations.

Under each course is stated the number of credits for which the course is counted toward satisfying the requirements for the undergraduate degrees of Bachelor of Arts and Bachelor of Science or for the graduate degrees of Master of Arts and Master of Science or for the graduate degrees in engineering.

### APPLIED MATHEMATICS

*Second Section. For Undergraduates and Graduates*

20. *Analytical and Applied Mechanics.* (1) Statics: including

composition, resolution and equilibrium of forces; center of gravity; moment of inertia. (2) Kinematics and Kinetics: including rectilinear, curvilinear and rotary motion; dynamics of machinery; work and energy; friction; impact. Four hours, first half-year. Four semester-hour credits. Mr. PARSONS.

21. *Hydraulics*.—The theoretical principles of hydraulics: including hydrostatics, flow through orifices, over weirs, through pipes and in open channels, and the dynamic pressure of water. Two hours. Four semester-hour credits. Assistant Professor LAPHAM.

22. *Mechanics of Materials and Theory of Elasticity*.—Including elastic and ultimate strength and deformation: simple cantilever and continuous beams, columns, torsion; combined stresses; compound columns and beams, including reinforced concrete; resilience; work; fatigue; mathematical theory of elasticity. Four hours, second half-year. Four semester-hour credits. Mr. PARSONS.

#### ARCHAEOLOGY AND HISTORY OF ART

##### *Second Section. For Undergraduates and Graduates*

20. *History of Art*.—An introductory course in the history of Architecture, sculpture and painting. Prehistoric, Classical and Renaissance, illustrated by photographs, lantern slides and casts. Wed., Fri., at 4. Four semester-hour credits. Professor CARROLL.

##### *Third Section. Primarily for Graduates*

50. *Pro-Seminary of Art and Archaeology*. a. Prehistoric Art and Archaeology. Six semester-hour credits. Professor CARROLL.  
b. History and Appreciation of Painting. Illustrated lectures on the schools of painting from the Renaissance down to the American School. Supplemented by courses of reading and visits to galleries in Washington and neighboring cities. Six semester-hour credits. Dr. BRIGHAM.

51. *American Archaeology*.—In conjunction with the School of American Archaeology in Santa Fe. Six semester-hour credits. Professor CARROLL and Dr. HEWETT.

Use is made of the illustrative material in the National Museum, the Library of Congress and the Corcoran Gallery of Art. Students are invited to the open meetings of the Art and Archaeology League, and the Washington Society of the Archaeological Institute of America.

#### ARCHITECTURE

2. *Freehand Drawing*.—This course consists of drawing, in charcoal from casts of simple form. Two periods. Four-semester-hour credits. Professor BIBB.



Credit for this course may also be obtained by taking work at the Corcoran Gallery of Art.

3. *Architectural Drawing and Elementary Design*.—This course includes the study of the elements of Architecture including the Five Orders, the use of india ink and water color rendering. At least nine hours per week are to be spent by the student in the drafting room. Six semester-hour credits.

Criticisms by Assistant Professor BROWN on Tuesday, Wednesday and Friday evenings.

4. *Projections, Shades, Shadows and Perspective*.—A course in orthographic projections, shades and shadows, followed by a short course in the elements of perspective. Two periods. Four semester-hour credits.

Criticisms by Assistant Professor BROWN on Wednesday evenings.

5. *Design*.—Problems of an elementary character are given to prepare the student for work in the Class B order of the Society of Beaux-Arts Architects; the rendering of these problems of this Society. At least twelve hours per week are to be spent by the student in the drafting room. Criticisms by Assistant Professor BROWN on Tuesday, Thursday and Friday evenings. Eight semester-hour credits.

6. *Free Hand Drawing*.—An advanced course in drawing from cast and life. Two periods. Four semester-hour credits. Professor BIBB.

Credit for this course may also be obtained by taking work at the Corcoran Gallery of Art.

8. *History of Architecture*.—The course is designed to trace the development of the art in Ancient Egypt, in Greece, and in Rome, and through the Byzantine, and Mediaeval periods. Tu., Th., Sat., at 5.10. Six semester-hour credits. Professor BIBB.

*Second Section. For Undergraduates and Graduates*

20. *History of Architecture*.—A study of the architecture of the Renaissance in its relation to Ancient and to Modern Architecture. Tu., Th., Sat., at 6.00. Six semester-hour credits. Professor BIBB.

21. *Building Construction*.—Frame buildings, details of construction, interior finish, three-fourths scale and full size details. Wed., Fri., at 6.00 and two periods in drawing room; first half-year. Four semester-hour credits. Professor HARRIS.

22. *Sanitation*.—History of sanitation; pollution of water sources; modern plumbing practice; methods of sewage disposal, septic tank, sewage disposal fields, etc. Wed., Fri., at 5.10; first half-year. Two semester-hour credits. Professor HARRIS.

24. *Pen and Ink Rendering*.—A study of the renderings of the

best pen and ink draftsmen with practice in the use of the pen as a means of Architectural expression. One period. Two semester-hour credits.

Hours of criticism selected by conference with Assistant Professor BROWN.

25. *Design*.—Plan problems, sketch problems, and archaeology problems from the Class B Plan programs of the Society of Beaux-Arts Architects. At least fifteen hours a week are to be spent by the student in the drafting room. Ten semester-hour credits. Criticism by Assistant Professor BROWN on Tuesday and Friday evenings.

27. *Advanced Design*.—Plan problems and sketch problems are given from the class A programs of the Society of Beaux-Arts Architects. The latter part of the year is devoted to a thesis, the subject being selected by the student subject to the approval of the Professor of Design. At least eighteen hours a week are to be spent by the student in the drafting room. Twelve semester-hour credits. Criticism by Assistant Professor BROWN on Tuesday and Friday evenings.

28. *History of Sculpture and Painting*.—An advanced course offering a comparative study of the development of art as the expression of civilization; an outline of the lives of great artists and a critical analysis of their achievement. Tu., Th., at 4.00. Four semester-hour credits. Professor BIBB.

33. *Water Color*.—A course of drawing in water color from still life and from buildings and gardens. Two periods. Four semester-hour credits. Professor BIBB.

39. *Building Construction*.—Masonry foundations, pile foundations, stone work, brick work, fire-proofing, ornamental terra cotta, plastering, specifications. Wed., Fri., at 6.00 and two periods in the drawing room; second half-year. Four semester-hour credits. Professor HARRIS.

40. *Water Color*.—An advanced course in water color drawing including studies from life. Two periods. Four semester-hour credits. Professor BIBB.

41. *Heating and Ventilating*.—Elementary principles of heating and ventilating; details of installation of hot air, hot water, and steam heating plants. Wed., Fri., at 5.10; second half-year. Two semester-hour credits. Professor HARRIS.

43. *Office Practice*. A course of lectures on office practice, business methods of an architect and special types of buildings by the teaching staff and practicing architects of the District of Columbia. Two semester-hour credits.

44. *Advanced Construction*.—A course arranged especially for



architectural students, embracing problems in the determination of beam sizes, girder and column design, grillage beam footings and the design of the simpler forms of trusses. Four semester-hour credits. Professor HARRIS.

#### ASTRONOMY

##### *First Section. Primarily for Undergraduates*

1. *Popular Astronomy*.—A course in elementary descriptive astronomy designed to give facts of general interest without the use of higher mathematics. Recitations, lectures and papers on special topics assigned to each student. Tu., Th., at 11.15. Four semester-hour credits. Professor ERWIN.

2. *A Course in Practical Astronomy for Civil Engineering Students*.—Special attention is given to the methods of determining latitude, longitude, azimuth and time with the engineer's transit. Two hours during one term. Two semester-hour credits. Assistant Professor LAPHAN.

##### *Third Section. Primarily for Graduates*

58. *Celestial Mechanics*.—Theory of central forces; theory of parabolic and elliptic orbits. Lectures, with reading from the works of Gauss, Oppolzer, and Moulton. Six semester-hour credits. Professor HALL.

#### ASTRO-PHYSICS

##### *Third Section. Primarily for Graduates*

54. A lecture course on the astro-physical instruments employed in modern research. Mr. FOWLE.

#### BIOLOGICAL SCIENCE

##### Botany

##### *First Section. Primarily for Undergraduates.*

1. *General Botany*.—An introductory course dealing with the fundamental concepts of plant life. Representative members of the different groups of plants will be studied, and lines of evolutionary development will be emphasized. Lecture, Th., at 5.10, laboratory, Tu., and Sat., 5.10—6.50. Six semester-hour credits. Mr. HARRINGTON.

##### *Third Section. Primarily for Graduates.*

50. Original investigation in (a) Economic Botany, *Materia Medica*, etc., (b) Parasitism and Monstrosities; (c) Researches in Physiology of single groups; (d) Comparative Organography. Ten semester-hour credits. Professor MANN.

##### Zoology

##### *First Section. Primarily for Undergraduates*

1. *Systematic Zoology*.—Invertebrates. This includes lectures

and laboratory work. The lectures cover all the branches of Invertebrates, and correlated with these lectures is the study and dissection of typical specimens in each group. This course is intended to familiarize the student with biological characters classificatory laws, and the general principles of evolution. Lecture, *Mon.*, at 5.10; laboratory, *Wed., Fri.*, 5.10-6.50. Additional laboratory sections at hours to be announced. Six semester-hour credits. Professor BARTSCH, Mr. SCHMITT and Miss MACMILLAN.

2. *Systematic Zoology*.—Vertebrates. This includes lectures and laboratory work. The lectures will cover the various branches of Vertebrates, and correlated with these is the study and dissection of typical specimens of each group. Lecture, *Mon.*, at 6.00; laboratory *Wed., Fri.*, 5.10—6.50. Additional laboratory sections at hours to be announced. Six semester-hour credits. Professor BARTSCH, Mr. SCHMITT, Mr. WETMORE and Miss MACMILLAN.

*Second Section. For Undergraduates and Graduates*

20. *Practical zoology*.—A lecture course illustrated with lantern slides and demonstrations. In this course only beneficial and injurious animals of all classes will be considered, especial stress being laid upon the problems of preservation and extermination. The course aims to expound the economic side of zoology. Open to all students. One hour. Two semester-hour credits. Professor BARTSCH

23. *Ornithology*.—A systematic course embracing lectures and laboratory work. The lectures are illustrated with lantern slides, showing the home life of birds. The laboratory work consists in classifying bird skins, of which the University possesses an excellent series. Special attention is directed to the study of the birds of the District of Columbia, and frequent field excursions are made to familiarize the student with the haunts and habits of these forms. Lecture, one hour; laboratory, one two-hour period. Four semester-hour credits. Professor BARTSCH.

Laboratory courses in histology and physiology will be arranged for competent students.

*Third Section. Primarily for Graduates*

50. Courses may be arranged for competent graduates. Ten semester-hour credits. Professor BARTSCH.

CHEMISTRY

*First Section. Primarily for Undergraduates*

1. *General Chemistry*.—A series of illustrated lectures, accompanied by recitations and exercises, on theoretical, inorganic, organic and technical chemistry. *Tu., Th., Sat.*, at 5.00. Six semester-hour credits. Professor MCNEIL.



2. *Laboratory Practice*.—A laboratory course for the study of the principles of chemistry and the method of conducting chemical experiment. Two three-hour periods. *Tu., Th.*, at 1.15 or at 7. Four semester-hour credits. Professor McNEIL and Professor SWETT.

3. *Preparation and Study of the Properties of Chemical Substances*.—A laboratory course. Two three-hour periods *Tu., Th.*, at 1.15 or at 7. Four semester-hour credits. Professor McNEIL, Professor SWETT, Mr. VALAER.

4. *Assaying and Metallurgy of the Precious Metals*.—Carried on by the method used by the Government Assayers, the Laboratory being fitted up on the plan of that of the United States Mint. Twelve hours for three months. Professor McNEIL, Professor SWETT.

5. *Principles of Analysis*.—Lecture. One hour. Two semester-hour credits. Professor McNEIL.

6. *Metallurgy of Iron and Steel*.—A course of lectures and readings. *Tu.*, at 6.10. Two semester-hour credits. Professor McNEIL.

7. *Qualitative Analysis*.—A brief course intended primarily for students in engineering. Two three-hour periods. *Tu., Th.*, at 1.15 or at 7. Four semester-hour credits. Professor McNEIL, Professor SWETT, Mr. VALAER.

8. *Elementary Organic Chemistry*.—A lecture and laboratory course including both the aliphatic and cyclic series of compounds. Two lectures and three hours laboratory work per week. *Mon., Wed.*, at 7. Six semester-hour credits. Professor McNEIL.

*Second Section. For Undergraduates.*

20. *Qualitative Analysis*.—A laboratory course in the study of properties and reactions of chemical substances, and of the means employed for their detection and identification. Three three-hour periods. Six semester-hour credits. Professor McNEIL, Professor SWETT, Mr. VALAER.

21. *Quantitative Analysis*.—A laboratory course in the quantitative estimation of the constituents of a specially selected and typical set of chemical substances, which are particularly adapted for teaching the student the aims and methods of quantitative chemical analysis and for imparting facility in manipulation. Four three-hour periods. Eight semester-hour credits. Professor McNEIL, Professor SWETT, Mr. BRATTAIN.

23. *Organic Chemistry*.—Advanced course. *Wed., Fri.*, at 5.00. Four semester-hour credits. Professor SWETT.

24. *Organic Chemistry*.—Advanced course. A continuation of Course 23. *Th., Sat.*, at 6.10. Four semester-hour credits. Professor SWETT.

25. *Chemistry of the Carbon Compounds*.—A laboratory course in the preparation and study of the properties of a characteristic series of organic compounds. Four three-hour periods. Eight semester-hour credits. Professor McNEIL, Professor SWETT, Mr. LEPPER.

26. *Physical Chemistry*.—A lecture course designed to be an introduction to physical chemistry, and to treat of the modern theories of chemistry from the physical standpoint. In this course special attention is given to the ionic theory, electro-chemistry, the law of mass action, and the phase rule. *Mon.*, and *Wed.*, at 6.10. Four semester-hour credits. Professor McNEIL.

27. *Stereo-Chemistry*.—This course deals with the arrangements of atoms in space from a theoretical standpoint, while the student is taught how to form models by which to illustrate their arrangements. Two hours. Four semester-hour credits. Assistant Professor HILL.

28. *Biochemistry*.—A laboratory course in the chemical examination of some of the chief foodstuffs, the tissues and fluids of the body, and the products of certain organisms; also the isolation of the digestive enzymes and a study of their action *in vitro*. Three three-hour periods. Six semester-hour credits. Assistant Professor NOYES.

29. *Industrial Chemistry*.—This course deals with the manufacture of substances styled "chemicals" and with the application of chemistry to the arts and industries. Six semester-hour credits. Not given in 1919-20.

30. *Physical Chemistry*.—A laboratory course, designed to illustrate and supplement Chemistry 26; and especially adapted to the needs of those students who have taken, or are taking that course. Two three-hour periods. Four semester-hour credits. Assistant Professor HILL.

#### *Third Section. Primarily for Graduates*

50. *Explosive Substances*.—Ten semester-hour credits. Professor CUSHMAN.

51. *Analytical Methods*.—Ten semester-hour credits. Professor McNEIL.

53. *Development of the Theory of the Constitution of the Natural Silicates*.—Ten semester-hour credits. Professor CLARKE

55. *Special Researches in Electro-Chemistry*.—Ten semester-hour credits. Assistant Professor HOPKINS.

Students in Chemistry are invited to attend the meetings of the Chemical Society of Washington which are held on the second and fourth Thursdays of each month from October to May, in the Assembly Hall of the Cosmos Club, at 8 p. m., and also the meetings



of the Chemical Society of the George Washington University which is a most active and efficient student organization.

### CIVIL ENGINEERING

#### *First Section. Primarily for Undergraduates*

1. *Surveying and Mapping.*—This course includes recitations, field and drawing room work. The recitations will cover the theory, adjustment and use of instruments; land, topographic, mine, hydrographic and geodetic surveying. The field work includes the adjustment of instruments, the use of the level, transit and compass. The computations cover the closing of traverses, computation of areas, contour problems and the reduction and plotting of field notes. Two recitations a week; field and drawing room work equivalent to one three-hour period a week throughout the year. Six semester-hour credits. Mr. MARSH.

2. *Railroad Engineering.*—This course includes recitations, field and drawing room work. The recitations cover railroad curves and earth-work, methods of location and construction of railway lines. The field work consists in a preliminary and location survey of about one mile of railway; the laying out of circular and transition curves, etc. The computations and mapping consist of making an estimate of quantities and cost of a piece of line, making maps, profiles and a mass diagram. Two lecture-recitations and one three-hour field or drawing period a week throughout the year. Six semester-hour credits. Assistant Professor LAPHAM.

3. *Highways and Pavements.*—This course comprises the study of highway economics, location, construction and maintenance; the various methods of surfacing; the materials used and the standard tests of these materials. A study is also made of the methods of street paving, street grades, etc. Two hours a week. Four semester-hour credits. Mr. MARSH.

4. *Materials of Construction.*—A course in the study of the chemical and physical properties of: stone, brick, lime, wood, iron, steel and a few of the minor alloys. Stress is laid on the manufacture and the properties of the materials that affect their use in engineering construction. The class room work is supplemented by laboratory tests and by inspection trips to testing laboratories and manufacturing plants. One hour a week. Two semester-hour credits. Assistant Professor LAPHAM.

5. *Surveying Instruments.*—A two-months' course for Mechanical and Electrical Engineering students, covering the use of the compass, transit, and level. Lectures and field exercises, two hours. One semester-hour credit. Assistant Professor LAPHAM.

6. *Foundations.*—A two-months' course for Mechanical and

Electrical Engineering students, covering the general principles of foundation construction and the materials used. Two hours. One semester-hour credit. Assistant Professor LAPHAM.

*Second Section. For Undergraduates and Graduates*

21. *Hydraulic Engineering*.—The design and construction of water-power plants and irrigation works. Flow of rivers; rainfall and runoff; methods of development; hydraulic motors; power transmission. Irrigation plans; distributing system; water rights and irrigation law. Two lectures and one design period. Six semester-hour credits. Assistant Professor LAPHAM.

22. *Structures*.—A course covering the determination of stresses in framed structures by graphical and by analytical methods. The first term is devoted to beams and roof trusses; the second to bridge trusses under uniform and wheel loads. Three lectures and two design periods. Ten semester-hour credits. Mechanical engineering students take only the first term. Five credits. Professor McDANIEL, Assistant Professor NORSWORTHY.

23. *Structures*.—Design of structures in timber and steel. About two months is devoted to the design of timber trestles, roof trusses and slow-burning building construction; the remainder of the year to steel design of mill and office buildings; girder, riveted and pin-connected bridges. Three lectures and two design periods. Ten semester-hour credits. Professor McDANIEL, Assistant Professor NORSWORTHY.

24. *Sanitary Engineering*.—Water supply: the collection, storage and distribution of water; the design and construction of dams, reservoirs and storage tanks; construction and maintenance of water distributing systems; pumping machinery; quality of water; interpretation of water analyses; sedimentation and aeration of water; sand filtration; mechanical filtration; chemical treatment of water; the relation of water supply to infectious diseases.

Sewerage; sewerage and drainage systems; methods of disposal of sewage and trade wastes; treatment of sewage; garbage and refuse disposal. Three lectures and one design period. Eight semester-hour credits. Assistant Professor LAPHAM.

27. *Reinforced Concrete Construction*.—The theory and design of reinforced concrete slabs, beams, and columns. Two recitations and one design period during the first semester. Three semester-hour credits. Assistant Professor LAPHAM.

28. *Masonry Construction*.—A study of brick and stone masonry, theory of foundations, piles and pile driving, caissons, cofferdams, etc. The design of bridge piers, abutments, retaining walls, culverts and other similar structures. Two recitations and one de-



sign period a week during the second semester. Three semester-hour credits. Assistant Professor LAPHAM.

*Third Section. Primarily for Graduates*

50. *Reinforced Concrete Structures*.—Theory and design; buildings, bridges, retaining walls, dams, tanks, etc. One lecture and two design periods. Six semester-hour credits.

51. *Advanced Steel Structures*.—Theory and design of suspension, cantilever, moveable and arch bridges. One lecture and two design periods. Six semester-hour credits.

53. *Railroad Engineering*.—An advanced course in railroad location construction, and maintenance of way. It must be preceded by Civil Engineering course 2. Six semester-hour credits.

54. *Water and Sewage Purifications*.—An advanced course dealing with the practical application of the principles and methods involved in the purification of water supplies and in the disposal and treatment of sewage. One lecture and two design periods. Six semester-hour credits.

CLASSICAL LANGUAGES AND LITERATURES

Greek

*First Section. Primarily for Undergraduates*

A. *Elementary Course*.—For students who have not taken Greek before matriculating. It aims to cover as much as possible of the entrance requirement in Greek, with the exception of Homer. *Mon., Wed., Fri.*, at 10.15. Six semester-hour credits. Professor SMITH.

B. *Homer: Iliad I-IV*.—For students who have taken Course A and desire to prepare themselves to enter Course 1. *Tu., Th.*, at 9.15. Four semester-hour credits. Not given in 1919-20.

1. Herodotus (selections); Lysias (selected orations); Euripides (*Alcestris*); Greek prose composition. *Mon., Wed., Fri.*, at 2.45. Six semester-hour credits. Professor SMITH.

2. Xenophon (*Memorabilia*); Thucydides (Book VII); Sophocles (*Antigone*). *Mon., Wed., Fri.*, at 11.15. Six semester-hour credits. Professor SMITH.

*Second Section. For Undergraduates and Graduates*

20. Plato (selections, including the *Apology* and *Crito*); Aristophanes (*Clouds* or *Frogs*). *Tu., Th.*, at 1.45. Four semester-hour credits. Professor SMITH.

21. Demosthenes (selected orations); Lucian (selected dialogues); Homer (selections). *Tu., Th.*, at 1.45. Four semester-hour credits. Not given in 1919-20.

## Latin

*First Section. Primarily for Undergraduates*

B. *Cicero's Orations and Vergil's Aeneid*.—For students who have satisfied the admission requirements in elementary Latin but have not done the work specified under the advanced requirements. It will include a thorough study of several of the *Orations* and of three or four books of the *Aeneid*, supplemented by private reading, and some practice in the writing of Latin. *Tu., Th., Sat.*, at 11.15. Six semester-hour credits. Professor SMITH.

1. *Livy (Book I or XXI); Cicero (De Senectute); Horace (Odes and Epodes); Latin prose composition*. Open to students who have satisfied the admission requirements in elementary and advanced Latin, or have satisfactorily completed course B. *Mon., Wed., Fri.*, at 1.45. Six semester-hour credits. Professor SMITH.

2. *Cicero and Pliny (selected Letters); Horace (Satires and Epistles); Martial (selections)*. *Mon., Wed., Fri.*, at 3.45. Six semester-hour credits. Professor SMITH.

*Second Section. For Undergraduates and Graduates*

20. *Tacitus (selections); Terence (Phormio); Plautus (Captivi)*. *Tu., Th.*, at 10.15. Four semester-hour credits. Not given in 1919-20.

21. *Quintilian, Book X, and Horace, Ars Poetica; Catullus, Tibullus and Propertius*. *Tu., Th.*, at 10.15. Four semester-hour credits. Professor SMITH.

22. *Advanced Latin Composition and Reading at Sight*.—Practice in Latin expression and style. *Th.*, at 2.45. Two semester-hour credits. Professor SMITH.

*Third Section. Primarily for Graduates*

The work in this Section is designed to afford discipline in the methods of philological criticism, with special reference to the interpretation of classical authors, and will include opportunities for original research on the part of competent students. In order to make the work as helpful as possible for those who expect to become teachers, the center of study each year will be one of the authors usually taught in the secondary schools. With the approval of the instructor, properly qualified Seniors may be admitted to these courses. The authors selected are as follows:

50. *Vergil, and Roman Epic Poetry*.—Two hours. Six semester-hour credits. Professor SMITH.

51. *Caesar, and the Roman Historians*.—Two hours. Six semester-hour credits. Not given in 1919-20.

52. *Cicero, and Roman Oratory*.—Two hours. Six semester-hour credits. Not given in 1919-20.



## Classical Literature

*First Section. Primarily for Undergraduates*1. *General Survey of Classical Greek Literature (in English).*

—This course is designed to give an outline of the development of the different departments of literature in ancient Greece and will include selected readings, in translation, from the most important authors. Being primarily intended for students who are not taking Greek or Latin, it does not require a knowledge of those languages, and is open to all undergraduates as an elective. Tu., Th., at 4. Four semester-hour credits. Not given in 1919-20.

2. *General Survey of Latin Literature (in English).*—This

course is similar in purpose and method to Course 1, and will alternate with it. The subject of study will be the work of the most important ancient Roman authors. Tu., Th., at 4. Four semester-hour credits. Professor SMITH.

## COMMERCE

*Second Section. For Undergraduates and Graduates.*

Commerce 20. *Principles of Business.*—An introductory course in Business Economics and preparatory to the courses in Corporation, Finance, Transportation, Business Administration, etc. The following topics indicate the scope of the course, viz: Financing and management of business enterprises; purchasing; advertising; selling; ocean traffic and freight trade; credit; forecasting business conditions; banking; exchange; financial statements. Tu., Th., Sat., at 5.10. First half-year. Three semester-hour credits. Assistant Professor KOCHENDERFER.

33. *Commercial and Maritime Law.*—A study of the principles of the law relating to commercial transactions, especially contracts, sales, bailments, agency, partnership, negotiable instruments, and common carriers, with some study of admiralty law. Tu., Th., at 6.00. Four semester-hour credits. Assistant Professor ALDEN.

36. *Commercial and Industrial Geography.*—During the first term, a general survey is made of the products, industries, and commerce of the United States and of the principal foreign countries. This survey is supplemented during the second term by a detailed study of agriculture, mining, and manufactures throughout the world, but with special reference to the United States; separate treatment of each important crop and branch of manufactures, with inquiry into the causes of the localization of industry. Mon., Wed., Fri., at 6.00. Six semester-hour credits. Assistant Professor KOCHENDERFER.

40. *Industrial and Commercial History of the United States.*—

Business aspects of early American colonization; the westward movement and the public lands; the development of internal improvements and railways; tariff history and policy. Growth of industry, agriculture, commerce; labor and capital; industrial and commercial problems of today. *Mon., Wed., Fri.*, at 5.10. First half year. Three semester-hour credits. Assistant Professor KOCHENDERFER.

41. Parallel with course 40. *Tu., Th., Sat.*, at 9.15. Three semester-hour credits. Assistant Professor KOCHENDERFER.

42. *European Industrial Evolution and World Politics.*—A somewhat detailed study of the awakening of Japan, the problem of China, the interplay of rival imperial ambitions in the Far East, the causes of the World War, the Versailles Peace Conference and the international settlement made thereby. The introductory portion of the course will cover as intensively as time will permit agrarian problems, colonial expansion and commercial policies, the development of industry, and transportation. *Mon., Wed., Fri.*, at 5.10. Second half year. Three semester-hour credits. Assistant Professor KOCHENDERFER.

43. Parallel with course 42. *Tu., Th., Sat.*, at 9.15. Second half year. Three semester-hour credits. Assistant Professor KOCHENDERFER.

45. *History of Commerce.*—The rise and progress of commerce from antiquity to modern times, with particular emphasis on the effects of commerce on civilization and the relations between commercial and political development. Not given in 1919-20. Assistant Professor KOCHENDERFER.

47. *Transportation.*—Development and control of transportation in the United States and Europe. Railroad construction, competition, combination, regulation, rates, discrimination. Government ownership. Ocean carriage; subsidies; combination; rebates; ports and terminals; marine insurance. The U. S. Shipping Board, Railroad Administration and Emergency Fleet Corporation activities. *Tu., Th., Sat.*, at 5.10. Second half year. Three semester-hour credits. Assistant Professor KOCHENDERFER.

48. *Relation of Government to Property and Industry.*—Incorporation and regulation of companies, common law and monopolies, the anti-trust acts and their results. Public Utilities commissions and boards; regulations of security issues, etc. National incorporation and other methods of proposed regulation examined. Reconstruction problems. The tendency toward federal control of commerce and industry. Police power regulations, etc. Not given 1919-20.



*Third Section. Primarily for Graduates*

52. *Corporation Finance and International Trade Seminar*.—For qualified advanced students and graduates. Special opportunities will be offered students desiring to acquaint themselves with the best literature and do intensive work in the preparation of theses. Hours to be arranged. Four semester-hour credits. Assistant Professor KOCHENDERFER.

## ECONOMICS AND SOCIOLOGY

*First Section. Primarily for Undergraduates*

1. *General Economics*.—An outline course in the principles of political economy, devoted mainly to the study of production and exchange under present-day conditions, followed by a study of the problems of rent, interest, wages, and profits, and including an examination of competition, private property, and economic programs. Mon., We., Fri., at 11.15. Six semester-hour credits. Professor KERN.

2. Parallel with course 1. Mon., Wed., Fri., at 6.00. Six semester-hour credits. Professor KERN.

*Second Section. For Undergraduates and Graduates*

22. *General Sociology*.—An outline course in the principles of sociology devoted mainly to an examination of the organization of society and its ideals, with a study of the social systems, their functions, efficiencies and programs for their development. First half-year. Tu., Th., at 5.10. Two semester-hour credits. Professor KERN.

23. *Modern Social Problems*.—A further analysis of modern social conditions with special studies of current questions in sociology. Prerequisite, the course in general sociology. Two hours, second half-year. Tu., Th., at 5.00. Two semester-hour credits. Professor KERN.

24. *The History of Economic Thought*.—A review of the development of economics as a science from the earliest times to the present. Lectures and library readings. Two hours, first half-year. Given in alternate years. Not given in 1919-20. Professor KERN.

26. *Public Finance*.—A course in the development of budgetary and fiscal methods and principles. The history and tendencies of public expenditure under the Federal and State governments. The theory of taxation; administration of public domains, and industries; public debts. Second half-year. Tu., Th., at 6.00. Two semester-hour credits. Professor KERN.

27. *Money and Banking*.—The history and theory of money; the production of the precious metals; the theory of prices and meas-

urement of price fluctuations; monetary systems; the relation of the Treasury system to our money supply; the theory of credit and banking; the national bank system of the United States and the banking system of foreign nations. First half-year. *Tu., Th.*, at 6.00. Two semester-hour credits. Professor KERN.

28. *Economic Problems*.—An advanced course devoted to a more thorough study of the problems developed in the general course in economics. Research and preparation of papers to be presented to the class for discussion and criticism. Credit for course 1, General Economics, is requisite for admission to this course. Not given in 1919-20. Professor KERN.

43. *Combinations, Trusts*.—A discussion of the conditions which have favored the growth of large business combinations, the nature of their organization, their influence upon prices and productive efficiency, and the regulation and supervision of them. First half-year. *Mon., Fri.*, at 9.15. Two semester-hour credits. Professor KERN.

44. *Labor Problems*.—A brief sketch of the labor movement in the United States and of the aims and methods of trade unions, followed by a discussion of such problems as: child labor; dangerous occupations; workmen's insurance against sickness, old age, accidents, and unemployment; strikes and industrial conflicts; conciliation and arbitration; collective bargaining. Second half-year. *Mon., Fri.*, at 9.15. Two semester-hour credits, Professor KERN.

49. *Statistics*. The elements of statistical method, including gathering material, collecting data, defining the problem, tabulation, diagrams, graphs, frequency tables, types including mean, median, mode, measure of dispersion, use of quartiles, average deviation, standard deviation, coefficient of variability, skewness, coefficient of correlation, probable error, price indices, ratio of variation, moving averages, and general application of statistical methods to business, economics, education, administration, sociology, government and biology. Three hours a week. Six semester-hour credits. Mr. PHILLIPS.

#### *Third Section. Primarily for Graduates*

51. *Seminar in Sociology*.—A research course for the detailed investigation of special sociological problems, suitable for those who are engaged in original investigation or in the preparation of a thesis. Hours to be arranged. Six semester-hour credits. Professor KERN.

#### EDUCATION

##### *Second Section. For Undergraduate and Graduates*

20a. *Principles of Teaching*.—A comprehensive course in the



principles underlying the teaching process in its intellectual, emotional and motor phases. Special attention is given to making teaching concrete and meaningful. First half-year. *Mon., Wed., Fri.*, at 9.15. Three semester-hour credits. Professor RUEDIGER.

20b. *Principles of Education*.—A comprehensive course in the bases, aims, values and essential content of education as revealed by biological, psychological, sociological and ethical principles. Second half-year. *Mon., Wed., Fri.*, at 9.15. Three semester-hour credits. Professor RUEDIGER.

21a. *Principles of Teaching*.—A brief course in the psychological and logical principles underlying the teaching process. First half-year. *Sat.*, 9.15-11.15. Two semester-hour credits. Professor RUEDIGER.

21b. *Principles of Education*.—A brief course in the bases, aims, values and essential content of education as revealed by biological, psychological, sociological and ethical principles. Second half-year. *Sat.*, 9.15-11.15. Two semester-hour credits. Professor RUEDIGER.

(Courses 20 and 21 should be preceded or accompanied by general psychology. Course 21 is designed especially for teachers in service.)

22. *History of Education*.—A general course in the historical development of educational theory and practice. *Tu., Th.*, at 4. Four semester-hour credits. Professor RUEDIGER.

24. *School Sanitation and Hygiene*.—A survey of the relations of education and health, including: The function of the school in promoting health; physical examination of children; medical inspection; physical education; diseases and defects incident to school life; the organization of instruction as related to fatigue; defective children; school house construction and sanitation. Lectures, reference work, and reports. (Not given in 1919-20.) Two semester-hour credits. Dr. SMALL.

25. *Secondary Education*.—After sketching the meaning and significance of secondary education as revealed by educational theory, by the secondary schools of Germany, France, and England, and by the history of secondary education in America, the course will consider in some detail the educational values, essential content, and methods of teaching the various high school branches. The problems of essential minima, of the connection of the studies with life, and of the development of initiative in the student will be emphasized. *Mon., Wed.*, at 5.10. Four semester-hour credits. Dr. SMALL.

27. *School Administration*.—The public school system: Its development; economic and political relations; organization of ad-

ministration, financial and educational; problems of administration. Lectures, assigned reading, and reports. Not given in 1919-20. Dr. SMALL.

28. *Experimental Education*.—A laboratory course on processes of learning, transfer of practice, association, memory, etc. Special emphasis is laid upon practical work with the Binet and other mental tests. Sat., 9.15-11.15. Three semester-hour credits. Mrs. SYMONDS.

29. *Educational Story Telling*.—Study of type stories, adaptation of stories, practical story telling. It is the purpose of the course to develop a basis for the selection and presentation of suitable children's literature, taking into consideration the various stages of the child's development. Lectures, required reading and reports. Mon., Wed., at 4. Four semester-hour credits. Mrs. ALBION.

30. *Story Telling and Children's Literature*.—Study of Epics—Hind, Odyssey, and Kalevalla. Retelling, possible dramatization.

Part of the course will be given to a discussion of reading and reading books with a view to supplementing with stories and units of literature. It will be the purpose to work toward a solution of the problem of developing in the child a higher appreciation of the best in literature and a real love of books through his school reading. The course will extend and supplement course 29 but will be open to all upper class students. Not given in 1919-20. Four semester-hour credits. Mrs. ALBION.

34. *Observation*.—Observation of experienced teachers, under guidance, in the elementary and secondary schools of the city. The course should normally be taken in the junior year. Two semester-hour credits Professor RUEDIGER.

35. *Practice Teaching*.—Opportunity for practice teaching under supervision and criticism is provided in the University Demonstration School. The course should normally be taken in the senior year. Two semester-hour credits. Professor RUEDIGER.

(The students taking courses 34 and 35 will meet together once a week for conference and discussion.)

#### *Third Section. Primarily for Graduates*

50. *Seminar in Education*.—The time of the seminar for 1919-20 will be devoted to a consideration of problems in Educational Sociology with special reference to educational reconstruction. Open to qualified undergraduates. Tu., Th., at 5.00. Six semester-hours credits. Professor RUEDIGER.



## ELECTRICAL ENGINEERING

*First Section. Primarily for Undergraduates*

1. *Elementary Mathematical Theory of Electricity and Magnetism.*—Elementary electricity and magnetism is studied with special attention to the needs of engineering students. The phenomena accompanying static electricity are noted. Problems illustrating the theory and having practical application are required to be solved. Prerequisite: Physics 1. Two hours. Four semester-hour credits. Professor .....

2. *Elements of Electricity; Direct Current Motors and Generators; Design Work.*—Elements of electricity are studied during the first term and especial emphasis is laid upon the principles underlying the flow of currents. During the second term a study is made of direct current generators and motors, covering the laws of the magnetic circuit as applied to the dynamo. The course includes the design of electrical machinery and apparatus. An introductory study of alternating currents is also begun. Numerous problems are assigned throughout the course. Prerequisite: Physics 1. Three hours. Six semester-hour credits. Dr. HONAMAN.

4. *Electrical Measurements.*—A laboratory course for Juniors. Selected experiments. Foster's Hand-book and special laboratory notes are used for reference. Two three-hour periods, first half-year. Two semester-hour credits. Professor .....

5. *Electrical Laboratory.*—Experiments and tests involving the operation of direct-current dynamos and motors, including tests of motors in service, operating elevators, street cars, and machinery of various kinds. Text-book: Sever and Townsend's "Laboratory and Factory Tests in Electrical Engineering." Two three-hour periods, second half-year. Two semester-hour credits.

6. *Industrial Electricity.*—A practical course intended for Juniors in Civil Engineering, embracing the selection and operation of electrical machinery, electrical railways and other applications of electric motors. Prerequisite: Physics, 1. Two hours, first half-year. Two semester-hour credits. Professor .....

*Second Section. For Undergraduates and Graduates*

21. *Alternating Current Theory and Machinery.*—A course for Seniors in Electrical Engineering, covering the principles of single as well as polyphase currents, including study of machines, circuits, transformers, etc. Four hours. Eight semester-hour credits. Professor .....

22. *Electrical Distribution.*—A course for Seniors in Electrical

Engineering, covering the whole field of distribution of electricity for light and power. Text-book: Ferguson's Elements of Electrical Transmission. One hour. Two semester-hour credits. Professor .....

23. *Electrical Applications*.—A course for Seniors in Electrical Engineering, covering the more important applications of electricity, such as motive power, including elevators, hoists and machine drive, telephony, telegraphy, electro-metallurgy, etc. One hour. Two semester-hour credits. Professor .....

24. *Advanced Laboratory Work for Seniors in the Electrical Engineering Course*.—Covers test and experimental work with direct and alternating currents, tests of machines, circuits, transformers, circuits containing inductance and capacity, measurement of power in alternating current circuits, plotting of curves, etc. Text-book: Sever and Townsend's Laboratory and Factory Tests in Electrical Engineering, with Foster's Electrical Engineer's Hand-book for general reference. Two three-hour periods. Four semester-hour credits. Professor .....

25. *Inspection of Plants and Industrial Works*.—In the vicinity of Washington and Baltimore are a number of modern electric lighting and street railway plants, telephone exchanges, telegraph operating rooms, Government laboratories devoted to special work, etc., which affords students of Electrical Engineering an opportunity to familiarize themselves with nearly all types of apparatus in use. The visits are followed by class discussion based on written description submitted by the students.

26. *Electric Lighting and Illumination*.—A course for Seniors in Electrical Engineering covering the subject of electric lighting and illumination, including detailed study of different types of lamps, shades, arrangement of light sources, effect of walls, etc. Two hours. Four semester-hour credits. Professor .....

27. *Electric Railways*.—A course for Seniors in Electrical Engineering covering the theory and practice of modern, direct and alternating current railways. Two hours, second half-year. Two semester-hour credits. Professor .....

#### *Third Section. Primarily for Graduates*

50. *Radio-electricity*.—A mathematical treatment of the fundamental principles with an exposition of their application to present day practice. Problems based on the methods used and the apparatus employed in the generation of oscillatory currents; the reception of signals; and other features developed in the utilization of this method of transmission will be discussed. Six semester-hour credits, as a Minor, ten semester-hour credits, as a Major. Professor COHEN.



## ENGLISH

*First Section. Primarily for Undergraduates*

1. *English Rhetoric*.—A study of the principles of self-expression through language with practice in composition. *Tu., Th., Sat.*, at 10.15. Six semester-hour credits. Professor WILBUR and Mr. BENTON.

2. *English Rhetoric*.—Parallel with Course 1. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Professor WILBUR and Mr. BENTON.

NOTE.—Credit for Course 1 or 2 is requisite for admission to any other course in English except 5.

5. *Survey of English Literature*.—*Tu., Th., Sat.*, at 9.15. Six semester-hour credits. Professor CROISSANT.

*Second Section. For Undergraduates and Graduates*

22. *Shakespeare*.—1919-1920, The Tragedies. 1920-1921, The Comedies. (The Temple edition of Shakespeare is recommended.) *Mon., Wed., Fri.*, at 10.15. Six semester-hour credits. Professor WILBUR.

27. *Humanistic Studies*.—1919-1920, The drama since 1890. *Tu., Th., Sat.*, at 10.15. Six semester-hour credits. Professor CROISSANT.

28. *Humanistic Studies*.—1919-1920, Nineteenth Century English poetry. 1920-1921, Nineteenth century English prose. Six semester-hour credits. *Mon., Wed., Fri.*, at 4.00. Professor CROISSANT.

31. *Journalism*.—The fundamentals of newspaper writing. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Professor CROISSANT.

33. *American Literature*.—Lectures and collateral reading. *Mon., Wed., Fri.*, at 6.00. Six semester-hour credits. Professor CROISSANT.

*Third Section. Primarily for Graduates*

51. *Seminar in English*.—Problems in English Literature for graduates engaged in individual research.

54. "*The Prelude*," first half-year. "*The Ring and the Book*," second half-year. Given in 1918-1919; not given in 1919-1920.

55. *Shakespeare*.—Selected plays. *Tu., Th.*, at 5.10. Four semester-hour credits. Professor WILBUR.

## ETHNOLOGY

*Third Section. Primarily for Graduates*

50. *General Introduction to Ethnology*.—A general course embracing man's place in nature; sociology, religious ideas, ethical

ideas, and languages of primitive peoples; the beginnings of literature and art; linguistic survey of the world; ethnological survey of the world; discussion of the problems of independent origins versus diffusion; the classical British, Graebnerian, and American schools. Lectures and collateral readings. *Tu., Th., Sat.*, at 5.10. Six semester-hour credits. Professor MICHELSON.

51. *Outlines of North-American Ethnology*.—As full a description of the aborigines of North America as the time will permit. Lectures and assigned readings. *Mon., Wed.*, at 5.10. Four semester-hour credits. Professor MICHELSON.

52. *American Indian Languages*.—This is an introductory course, and presupposes only a moderate amount of previous linguistic training. After a brief introduction to the subject, two stocks will be studied, one in each half-year. *Two hours a week*. Four semester-hour credits. Professor MICHELSON.

53. *American Indian Languages* (second course).—This is an advanced course, and members must have taken course 52, unless they have done an equivalent elsewhere. *One hour a week*. Two semester-hour credits. Professor MICHELSON. Not given in 1919-1920.

54. *Seminar in Ethnology*.—Competent students will be assigned topics, and the results discussed at a weekly meeting. Four semester-hour credits. Professor MICHELSON.

#### FRENCH

See Romance Languages.

#### GEOLOGY AND MINERALOGY

##### *First Section. Primarily for Undergraduates*

1. *Mineralogy*.—Crystallographic, descriptive, and determinative mineralogy. This course is designed with especial reference to minerals as rock constituents or segregated as ore deposits. It includes, therefore, a discussion of not merely the crystallographic and theoretical, but the practical side of the subjects as well. Whenever possible, it should be considered as introductory to the courses in either systematic or economic geology. Text book: *Mineralogy, Crystallography, and Blowpipe Analysis* by Moses and Parsons. *Mon., Fri.*, at 5.10. Four semester-hour credits. Professor BASSLER and Dr. RESSER.

2. *Geology*.—Systematic geology; dynamical, structural and stratigraphical. The course is designed to form a part of a general culture course, or a preliminary course for those intending to make a specialty of geology. It includes lectures, recitations, laboratory and field work so far as hours will permit. Paleontol-



ogy is treated as a branch of geology, having especial reference to stratigraphy and correlation. Text-book: Cleland's Geology. *Mon., Fri.*, at 6.00. Four semester-hour credits. Professor BASSLER and Dr. RESSER.

3. *General Geography*.—This course presents the principles of geography by a study of the phenomena of the earth as a whole, the interrelations of these phenomena and their influence upon human affairs. It consists of two parts, first, a study of the general geographic principles, and second, a brief survey of several regions and countries for the application of these principles. It is a general culture lecture course illustrated by charts and lantern slides. No course is prerequisite. *Wed.*, at 5.10. Two semester-hour credits. Dr. RESSER.

4. *Physiographic Geography*.—A general culture, illustrated lecture course treating of the physical phases of geography, the earth's surface, atmosphere, and the distribution of life. *Wed.*, at 6.00. Two semester-hour credits. Dr. RESSER.

*Second Section. For Undergraduates and Graduates*

20. *Economic Geology*.—[Geology 1 and 2 and Chemistry 1 are prerequisite for this course.] The course covers the subjects comprised under: (1) Mineral veins and metalliferous deposits, their mode of occurrence, origin, and classification; (2) the ores of iron, copper, lead, zinc, tin, silver, gold, mercury, antimony, etc.; and (3) the non-metallic minerals as the coals and hydrocarbon compounds; salts and materials used in chemical manufactures; abrasive, refractory, and fictile materials, pigments, gems, ornamental stones, building stones, limes, cements, and mineral waters. Text-books: Lingdren's Mineral Deposits. *Mon., Fri.*, at 5.10. Given in alternate years. Four semester-hour credits. Professor BASSLER and Dr. RESSER.

21. *Engineering Geology*.—This course is intended primarily for civil engineers and others interested in applied geology. The work covers the general principles of geology with special emphasis upon those relating to engineering problems. The structure of rocks relative to building operations, the controlling factors of water supply and water purification and similar problems are discussed in detail. Text-book, Engineering Geology by Ries and Watson. *Mon., Fri.*, at 4.00. Four semester-hour credits. Dr. RESSER.

22. *Paleontology*.—A course in lecture and laboratory work on the biological and geological relations of the more important types of animals and plants, with especial reference to their value in stratigraphic geology. Six semester-hour credits. Professor BASSLER.

*Third Section. Primarily for Graduates*

50. *Advanced Geology and Paleontology.*—The student in this course may devote his time largely, if necessary, to perfecting himself in methods; to general work in the laboratory and in the field; to the examination of geological materials, and to familiarizing himself with the literature of the subject. Four semester-hour credits. Professor BASSLER.

## GERMANIC LANGUAGES AND LITERATURE

*First Section. Primarily for Undergraduates*

1. *Elementary.*—The essentials of German grammar; translation of prose and poetry; beginning conversation; composition and dictation. This course is open to beginners, and the work done is equivalent to that of a two years' course in high schools and academies of good standing. *Tu., Th., Sat., at 11.15.* Six semester-hour credits. Professor SCHOENFELD.

2. Parallel with Course 1. *Tu., Th., Sat., at 5.10.* Six semester-hour credits. Professor SCHMIDT.

3. Selected texts from the best contemporary authors will be read and one or more of the German classics carefully studied. The work in grammar and composition done in elementary German will be continued, with special emphasis on syntax, word-formation, and the relationship of German and English; conversation continued. This course is equivalent to the advanced German of the admission requirements, and it is open only to students who have passed Course 1 or 2, or have satisfied the admission requirement in elementary German. *Mon., Wed., Fri., at 11.15.* Six semester-hour credits. Professor SCHOENFELD.

4. Parallel with Course 3.—Contemporary German is read during the first half-year and classical during the second half-year. *Mon., Wed., Fri., at 6.00.* Six semester-hour credits. Professor SCHMIDT.

6. *Scientific and Technical German.*—Designed primarily for students in the scientific and engineering courses. This course may be taken by students who have passed Course 1 or 2, or who have satisfied the admission requirement in elementary German. *Tu., Th., Sat., at 6.00.* Six semester-hour credits. Professor SCHMIDT.

7. Advanced course in German syntax; principal difficulties of the language: idioms; synonyms; translations of English prose into German; essays; selected advanced prose; classical and historical reading and literature; advanced science. Open to students who have passed Course 3 or have satisfied the admission requirement in advanced German. *Mon., Wed., Fri., at 1.45.* Six semester-hour credits. Professor SCHOENFELD.



8. Parallel with Course 7, with special reference to advanced students both in the historico-political and the scientific departments. *Tu., Th., Sat., at 5.10.* Six semester-hour credits. Professor SCHOENFELD.

*Second Section. For Undergraduates and Graduates*

20. *Outline of the History of German Literature and Civilization from the Teutonic Origins to the Renaissance and Reformation*, with special reference to the emerging of the Germanic, Romance, and Slavic races.—Lectures, extensive readings of the classics of the first period of bloom; advanced practice in writings, essays. *Mon., Wed., Fri., at 10.15.* Six semester-hour credits. Professor SCHOENFELD.

21. *German Literature of the Second Classic Period at its Zenith*.—Lessing's Life and Work; Goethe's work in the Natural Sciences; Schiller's drama at its zenith; Goethe's and Winckelmann's influence on German art; with special reference to the modern drama; Goethe's Faust, as a special critical and philosophical study; classical ballad and lyric poetry; renaissance of the German volkslied in the eighteenth and nineteenth centuries. *Mon., Wed., Fri., at 5.10.* Six semester-hour credits. Professor SCHOENFELD. Not given in 1919-20.

22. *The Currents of German Literature from the beginning of the Nineteenth Century until 1870*.—Romanticism, its social and political aspects; Modern German Drama, with special emphasis on Kleist, Grillparzer, Hebbel; Lyrics and Ballads: Uhland and Heine. *Mon., Wed., Fri., at 5.10.* Six semester-hour credits. Professor SCHOENFELD.

*Third Section. Primarily for Graduates*

50. *Seminar in the History of Middle High German Literature*, with special reference to the Epic and Lyrical Poetry in the Twelfth and Thirteenth Centuries. Introduction to scientific methods of historical and literary research in the Nibelungenlied and the Gudrun saga. Six semester-hour credits. Professor SCHOENFELD.

51. *Gothic*.—Introduction to comparative Indo-European Grammar. Six semester-hour credits. Professor SCHMIDT.

52. *Old High German*.—The development of the German language. Six semester-hour credits. Professor SCHMIDT.

Only one of the foregoing two courses (51, 52) is given in any one year.

For notice of the Richard Heinzel Germanic Library, see page 18.

## GREEK

See Classical Language.

## HISTORY

*First Section. Primarily for Undergraduates*

1. *Mediaeval History*.—A history of the settlement of the Germanic tribes in the territory of the Empire, with a study of feudal institutions, extending through the movements of the Crusades; texts, with assigned readings. First half-year. *Mon., Wed., Fri.*, at 2.45. Three semester-hour credits. Professor SWISHER.
  2. *Mediaeval History*.—A history of the evolution of national government extending through the periods of the Renaissance and the Protestant Revolution; texts and assigned readings. Second half-year. Three semester-hour credits. *Mon., Wed., Fri.*, at 2.45. Professor SWISHER.
  3. *Modern European History*.—A study of the European States under the new conditions resulting from the discovery of America and the opening of the oriental trade routes, extending through the period of the French Revolution; texts, lectures, and collateral readings. First half-year. *Mon., Wed., Fri.*, at 3.45. Three semester-hour credits. Professor SWISHER.
  4. A continuation of the preceding through the revolutionary movements of the nineteenth century, with a more detailed study of recent issues; texts, lectures, and collateral readings. Second half-year. *Mon., Wed., Fri.*, at 3.45. Three semester-hour credits. Professor SWISHER.
  5. *Mediaeval History*.—Parallel with Course 1. First half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Professor SWISHER. Not given in 1919-20.
  6. *Mediaeval History*.—Parallel with Course 2. Second half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Professor SWISHER. Not given in 1919-20.
- Second Section. For Undergraduates and Graduates*
20. *American History*.—A study of the formation of the Union and the subsequent history of the United States to date, with particular attention to those factors which have tended to develop or retard the growth of American nationality; text-book, lectures and special reports. *Tu., Th., Sat.*, at 11.15. Six semester-hour credits. Assistant Professor ALDEN.
  21. *Ancient History*.—A study of the history of the ancient oriental peoples, and of Greece and Rome; with collateral readings in the translated texts of Herodotus, Plutarch, Thucydides, Tacitus and others. *Tues., Thu., Sat.*, at 9.15. Six semester-hour credits. Mr. KAYSER.
  25. *English History*.—A general course in English history with



special attention to constitutional and political development. Texts, lectures, and collateral reading. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Assistant Professor CHURCHILL.

30. *American Constitutional History*.—A history of the origin and development of the Federal Constitution of 1789, with a study of its interpretation under the pressure of party issues. Lectures, text-books, and collateral readings. *Mon., Wed., Fri.*, at 6.00. Six semester-hour credits. Assistant Professor MCARTHUR.

31. *Modern European History*.—A study of the French Revolution and subsequent reaction extending through the Revolution 1848. First half-year. *Tu., Th., Sat.*, at 6.00. Three semester-hour credits. Professor SWISHER.

32. *Modern European History*.—From 1850 to the present time. Second half-year. *Tu., Th., Sat.*, at 6.00. Three semester-hour credits. Professor SWISHER.

33. *Current History*.—A discussion of political questions of the day, with special reference to their origin and historical significance. Lectures throughout the year. *Sat.*, at 11.15. Two semester-hour credits. Professor SWISHER.

34. *Contemporary History*.—A study of international issues during the present century with special reference to the causes and results of the recent war. *Tu., Th., Sat.*, at 5.10. Professor SWISHER, and Assistant Professor MCARTHUR.

#### *Third Section. Primarily for Graduates*

54. *Seminary Work*.—The results of individual research, conducted by graduate students upon assigned topics, will be discussed at the weekly meetings of the seminaries of American and Modern European History.

Undergraduate students qualified by previous historical study, who desire to do intensive work with a view to gaining fuller information upon special periods of facility in the use of historical materials, may, with the approval of the instructor, be admitted to the historical seminars. Regular meeting of Seminar, Saturday 12.15--2.15. Six semester-hour credits. Professor SWISHER, Assistant Professor ALDEN, and Assistant Professor CHURCHILL.

#### INTERNATIONAL LAW AND DIPLOMACY

See Political Science.

#### LATIN

See Classical Languages.

#### MATHEMATICS

##### *First Section. Primarily for Undergraduates*

3. *College Algebra; Solid Geometry; Plane Trigonometry*.—Algebra is studied during the first half-year, solid geometry dur-

ing February and March, and trigonometry during April and May. *Mon. Wed., Fri.*, at 9.15. Six semester-hour credits. Professor ERWIN.

4. *Algebra; Plane Trigonometry.*—Algebra is studied until April 1, and trigonometry during April and May. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Mr. HODGKINS.

6. *College Algebra; Solid Geometry; Plane Trigonometry.*—Parallel with Course 3. *Mon., Wed., Fri.*, at 6.00. Six semester-hour credits. Mr. HODGKINS.

9. *Trigonometry; Analytic Geometry.*—Trigonometry until Jan. 1, analytic geometry for the remainder of the session. The completion of Course 3, 4 or 6 is requisite for admission to this course. *Mon., Wed., Fri.*, at 10.15. Six semester-hour credits. Professor ERWIN.

12. *Trigonometry; Analytic Geometry.*—Parallel with Course 9. Section A. *Mon., Wed., Fri.*, at 6.00. Section B. *Tu., Th., Sat.*, at 6.00. Six semester-hour credits. Professor ERWIN.

#### *Second Section. For Undergraduates and Graduates*

20. *Differential and Integral Calculus; Elements of differential equations.* *Tu., Th., Sat.*, at 5.10. Six semester-hour credits. Professor HODGKINS.

21. *Differential and Integral Calculus; Elements of differential equations.* *Tu., Th., Sat.*, at 9.15. Six semester-hour credits. Professor HODGKINS.

24. *An Elementary Treatise on the Theory of Equations.* First half-year. *Tu., Th., Sat.*, at 10.15. Three semester-hour credits. Professor ERWIN.

25. *The Number-System of Algebra.* Second half-year. *Tu., Th., Sat.*, at 10.15. Three semester-hour credits. Professor ERWIN.

#### *Third Section. Primarily for Graduates*

50. *Differential Equations.*—*Mon., Fri.*, at 11.15. Four semester-hour credits. Professor HODGKINS.

51. *Least Squares.*—*Tu., Th.*, at 10.15. Second half-year. Two semester-hour credits. Professor HODGKINS.

54. *Theory of Functions of a Complex Variable.*—First half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Professor ERWIN.

55. *An Introduction to the Lie Theory of One-Parameter Groups.*—Second half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Professor ERWIN.



## MECHANICAL DRAWING

*First Section. Primarily for Undergraduates*

1. *Mechanical Drawing*.—A general course embracing the care and use of instruments; Freehand lettering, orthographic and isometric projections; sections and intersections; sketching of simple machine details; principle of working drawings; curve plotting. Section A. *Mon., Wed.*, 1.45 to 4.45. Section B. *Mon., Fri.*, 7.30 to 10.30 P. M. Four semester-hour credits. Assistant Professor HALSEY and Mr. WOODWARD.

2. *Machine Drawing*.—A course in working drawings especially designed for Mechanical and Electrical Engineering students. The course is largely one of empirical design of standard machine parts. Much stress is laid upon drafting room practice, arrangement of views and conventional forms and standards. Section A. *Mon., Wed.*, 1.45 to 4.45. Section B. *Mon., Fri.*, 7.30 to 10.30 P. M. Four semester-hour credits. Assistant Professor HALSEY and Mr. WOODWARD.

3. *Mechanical Drawing*.—A combination of Courses 1 and 2 especially designed for Chemical Engineering students. Section A. *Mon., Wed.*, 1.45 to 4.45. Section B. *Mon., Fri.*, 7.30 to 10.30 P. M. Four semester-hour credits. Assistant Professor HALSEY and Mr. WOODWARD.

4. *Mechanical Drawing*.—A course for Chemical Students, similar to Course 3. Section A. *Wed.*, 1.45 to 4.45. Section B. *Mon.*, 7.30 to 10.30 P. M. Two semester-hour credits. Assistant Professor HALSEY and Mr. WOODWARD.

8. *Descriptive Geometry*.—A course of lectures, recitations, and drafting room work on the line, point, and plane; single and double curved surfaces; tangent lines and tangent planes; intersections of lines, planes, and solids; shades, shadows and perspective. Section A. *Fri.*, 1.45 to 4.45. Section B. *Wed.*, 7.30 to 10.30 P. M. Three semester-hour credits. Assistant Professor LAPHAM, and Assistant Professor HALSEY.

## MECHANICAL ENGINEERING

*First Section. Primarily for Undergraduates*

1. *Mechanism*.—A course in the systematic study of the kinematics of machinery, in which the mechanical movements are reduced to a scientific analysis. Carefully developed problems and diagrams of changes of position and speed in mechanism are constantly used.

Some attention is given to the design of gear teeth, and a large part of the second half-year is devoted to the study of steam engine valve gears. *Mon., Wed., Fri.*, at 6.00 and one two-hour drawing

period per week. Eight semester-hour credits. Mr. WOODWARD.

9. *Engineering Laboratory*.—A course of practical work in the testing of engineering apparatus and materials. The work consists of tests of the strength of iron, steel and cement; measurement of the flow of air and water; tests of steam calorimeters; tests of pumping machinery; efficiency tests of steam engines; fuel value determinations; evaporative efficiency of boilers. Two three-hour periods, second half-year. Two semester-hour credits. Assistant Professor HALSEY.

10. *Engineering Laboratory*.—A completion of Course 9. Two three-hour periods, first half-year. Two semester-hour credits. Assistant Professor HALSEY.

11. *Engineering Laboratory*.—Advanced work in the laboratory for Mechanical Engineering students. The work consists of efficiency tests of refrigerating machinery, air compressing machinery; Hirn's analysis; etc. Two three-hour periods, second half-year. Two semester-hour credits. Assistant Professor HALSEY.

*Second Section. For Undergraduates and Graduates*

20. *Thermodynamics, Steam Boilers, and Power Plant Accessories*.—About five months are devoted to the principles of thermodynamics, the theoretical gas and vapor cycles, and the properties of steam. The application of the theoretical vapor cycles to the real steam engine is discussed. The latter part of the course is devoted to the study of steam boilers, steam turbines, gas engines, steam power plant accessories, compression and refrigeration machinery. Three hours. Six semester-hour credits. Assistant Professor HALSEY.

23. *Hydraulic Machinery*.—This course provides for an elementary study of hydraulic prime movers and pumping machinery. It includes a discussion of the theory and design of turbines and turbine blades for low and high heads, and turbine governors.

The course will also treat of impulse wheels; water motors of the piston type; machinery for the utilization of hydraulic pressure; hydraulic pressure pumps, and hydraulic presses; hydraulic tools, pumps operated by steam, electricity, or power; and high duty pumps and water meters. Two hours, first half-year. Two semester-hour credits. Assistant Professor HALSEY.

24. *Advanced Mechanism*.—A study of modern machine tools, automatic machines and quantity production machinery. Two hours, second term. Two semester-hour credits. Assistant Professor HALSEY.

25. *Machine Design*.—This course is an application of principles already acquired to problems in design, each student being required to complete every detail of the design undertaken.



The subjects taken as design problems are:

The complete design of a gas engine, or a punch, or the design of a steam boiler, a series of shaft couplings, and a fly-wheel.

The constructive details and calculations are discussed and the limitations of theoretical and empirical formulas pointed out. One lecture-recitation hour and five hours in the drawing room. Four semester-hour credits. Assistant Professor HALSEY.

26. *Dynamics of Machinery*.—A course including a number of the principal applications of dynamics to moving machinery, such as governors, fly-wheels, and the effect of the reciprocating parts of gas and steam engines. Two hours. Four semester-hour credits. Assistant Professor HALSEY.

27. *Power Plants*.—A course of problems dealing with the operation, finance and economics of steam and gas power plants. The course should be taken with the second semester of Mechanical Engineering, 20. Two three-hour problem periods. Two semester-hour credits. Assistant Professor HALSEY.

28. *Industrial Management*.—A course dealing with the business systems of manufacturing establishments.

The work includes a study of the organization and relations of the various departments of an industrial establishment, both in the office and in the workshop. It also discusses the conduct of accounts, the method of superintendence and of compensating labor, the determination of the cost of production, and the effect on costs of different systems of distributing indirect expenses. This course also considers the factors which enter into a determination of the depreciation of structures and the economic selection thereof. Two hours. Four semester-hour credits. Assistant Professor HALSEY.

29. *Heating and Ventilating*.—This course deals with the elementary principles underlying the subject of heating and ventilating. Furnace heating, direct and indirect steam heating, hot water heating, and the ventilating of different types of buildings are discussed. Two hours, second half-year. Two semester-hour credits. Assistant Professor HALSEY.

30. *Gas Engines*.—This course deals with the thermodynamics and practice of the internal combustion engine. A study is made of the principal existing types of engines. Three hours, first half-year. Three semester-hour credits. Assistant Professor HALSEY.

31. *Steam Turbines*.—This course deals with the thermodynamics and practice of the steam turbine. Nozzle and blade design is taken up and a study is made of the existing types of turbines. Two hours, second half-year. Two semester-hour credits. Assistant Professor HALSEY.

*Third Section. Primarily for Graduates*

50. *Advanced Machine Design*.—Six semester-hour credits. Assistant Professor HALSEY.

51. *Advanced Power Plant Design*.—Six semester-hour credits. Assistant Professor HALSEY.

## METEOROLOGY

*Third Section. Primarily for Graduates*

50. *Applied Meteorology*.—Investigation of the underlying laws governing meteorological phenomena and of the methods employed in practice for their interpretation and applications. Six semester-hour credits. Professor MOORE.

51. *Meteorological Physics*.—This course presupposes collegiate training in general physics. Particular attention will be given to the interpretation of meteorological phenomena in the light of modern physics; and those wishing to make this their principal study will be assisted in the selection of a suitable problem for investigation and advised in the collection of data necessary to its solution. Six semester-hour credits. Professor HUMPHREYS.

## NAUTICAL SCIENCE

*First Section. Primarily for Undergraduates*

1. *Nautical Science*.—Marine and aerial navigation; nautical astronomy; nautical almanac; production and use of nautical charts; tides; applications of meteorology, terrestrial magnetism and oceanography to navigation and seamanship; deviation of the compass in iron and steel ships; theory and use of instruments of navigation. Four semester-hour credits. Professor LITTLEHALES.

*Third Section. Primarily for Graduates*

50. *Nautical Science*.—Special investigations requiring original thought in relation to avenues of progress, such as the neutralization of the effects of the ship's magnetism upon the compass, the development of the gyroscopic compass, the supplying of means to enable seamen to make astronomical observations at night or when the horizon is hidden from view. The applications of nautical astronomy to aerial navigation. Conferences, assigned readings, direction of research. Six semester-hour credits. Professor LITTLEHALES.

## PHILOSOPHY AND PSYCHOLOGY

*First Section. Primarily for Undergraduates*

1. *General Psychology*.—An introductory study of the principal facts and laws of the mental life. First half-year. *Mon., Wed., Fri.*, at 10.15. Three semester-hour credits. Professor RUEDIGER.



2. *General Psychology*.—Parallel with course 1. First half-year. *Mon., Wed., Fri.*, at 5.10. Three semester-hour credits. Professor RUEDIGER.

3. *Logic*.—A study of the thinking process, the principles of deductive and inductive inference, and the nature, structure, and organization of knowledge. Second half-year. *Mon., Wed., Fri.*, at 10.15. Three semester-hour credits. Professor RUEDIGER.

4. *Logic*.—Parallel with Course 3. Second half-year. *Mon., Wed., Fri.*, at 5.10. Three semester-hour credits. Professor RUEDIGER.

*Second Section. For Undergraduates and Graduates*

20. *History of Philosophy*.—The more important epochs in the history of thought. Attention is directed to the relation of these distinctive periods to the course of the world's progress. First half-year. *Tu., Th., Sat.*, at 10.15. Three semester-hour credits. Professor RICHARDSON.

21. *Ethics*.—A historical and theoretical course, with the aim of acquainting the student with the principal ethical theories. Reference is made to the application of these theories to concrete conditions. Second half-year. *Tu., Th., Sat.*, at 10.15. Three semester-hour credits. Professor RICHARDSON.

22. *Ethics*.—Similar to course 21. Second half-year. *Mon., Wed.*, at 5.50. Two semester-hour credits. Professor RICHARDSON.

24. *History of Philosophy*.—The development of philosophy, its nature and problems. This course while introductory is designed to be comprehensive and to give the student a general survey of the philosophic field. *Tu., Th.*, at 5.10. Four semester-hour credits. Professor RICHARDSON.

25. *Experimental Psychology*.—An introductory laboratory course. Experiments on sensation, movement, effects of practice, memory and association, emotional manifestations, etc., and practical work with the Binet and other mental tests. To be taken by graduate students who are taking a major or minor in psychology, and who have not had experimental psychology. Not given in 1919-20. (See Education, 28.) Three semester-hour credits, Professor RUEDIGER and Mrs. SYMONDS.

27. *Recent Philosophical Movements*.—A consideration of the various philosophical movements and tendencies of the immediate past. A critical study of the occasion and meaning of the trend of thought at the present time. Lectures and reading of recent books and periodicals. *Wed.*, at 5.10. Two semester-hour credits. Professor RICHARDSON.

28. *Philosophy of Nature*.—A critical examination of the concepts of physical science. An investigation of the significance of

scientific laws and theories. Not given in 1918-19. Two semester-hour credits. Professor RICHARDSON.

(Courses 27 and 28 are given in alternate years.)

29. *Problems of Philosophy*.—An advanced course dealing with philosophical questions from the standpoint of the questions themselves rather than as these have been presented historically. A critical and constructive examination of fundamental philosophic principles and problems. Lectures, readings and reports. First half-year. Mon., Wed., at 6.00. Two semester-hour credits. Professor RICHARDSON.

### *Third Section. Primarily for Graduates*

51. *Metaphysics*.—The principles of metaphysics and the problems of philosophy. An advanced course tracing the origin and development of metaphysical questions, and a critical examination of the attempted solution of these problems. Readings, conferences and written reports. Six semester-hour credits. Professor RICHARDSON.

52. *Advanced Experimental, Abnormal or Physiological Psychology*.—Course to be altered in different years in accordance with the needs of students. Prerequisite—courses in general psychology, and introductory experimental psychology. Conferences, reading of recent literature, and demonstrations. Mon., 7.30-9.30. Six semester-hour credits. Additional credits may be earned by special arrangement. Professor FRANZ.

53. *Research in Psychology*.—Advanced students, who select psychology as major or minor for the degree of A.M., or Ph.D., will be given special topics for investigation in abnormal, physiological or experimental psychology. To be preceded or accompanied by Course 52 or its equivalent. Six semester-hour credits. Additional credits may be earned by special arrangement. Professor FRANZ.

## PHYSICS

### *First Section. Primarily for Undergraduates*

1. *General Physics*.—A recitation and lecture course, embracing the fundamental principles of mechanics, sound, heat, light, and electricity. The lectures are illustrated by experiments. This is a required course for Sophomores in Engineering, and may be elected by the general student who has completed Mathematics 9 or 12. Mon., Wed., Fri., at 5.10. Six semester-hour credits. Assistant Professor BROWN.

2. *Laboratory Physics*.—Laboratory methods, accurate measurements of physical quantities, and experimental study of physical laws and apparatus. Course 2 is arranged to parallel courses 1 and 3, and may not be taken without an equivalent previous pre-



paration in Physics. Different series of experiments are arranged according to the needs of individual students. Two two-hour periods. *Tu., Th.*, at 10.15, or *Tu., Th.*, at 7.30. Four semester-hour credits. Assistant Professor BROWN, and Assistants.

3. *Introductory General Physics*.—Recitations, and lectures illustrated by experimental demonstrations. Similar in scope to Course 1, but less mathematical in treatment. Planned with reference to the needs of the student who desires an acquaintance with the facts and principles of Physical Science in their relation to the other sciences. *Mon., Wed., Fri.*, at 1.45. Six semester-hour credits. Assistant Professor BROWN.

*Second Section. For Undergraduates and Graduates*

21. *Heat and Thermodynamics*.—A recitation and lecture course, using Edser's *Heat* as a class text, and the more advanced texts and the literature for reference reading. *Mon., Wed., Fri.*, at 6.00. Six semester-hour credits. Not given in 1919-20. Assistant Professor BROWN.

22. *Light*.—A recitation and lecture course, using Edser's *Light* as a class text, and the more advanced texts and the literature for reference reading. *Mon., Wed., Fri.*, at 6.00. Six semester-hour credits. Assistant Professor BROWN.

25. *Advanced Laboratory Physics*.—This course is planned to follow Course 2, and is given for students especially interested in Physics. The experimental work may be of a general nature, or may follow special lines of study, according to the needs of the individual student. Course 25 may advantageously be taken by students in Courses 21 and 22. One or more periods per week. Four or more semester-hour credits. Hours by arrangement. Assistant Professor BROWN.

*Third Section. Primarily for Graduates*

57. *Statistical Mechanics and Kinetic Theory*.—This course includes Gibb's preliminary derivation of the fundamental equations of thermodynamics and a discussion of the physical properties of gases from the standpoint of general dynamics. Viscosity, diffusion, heat conduction, Brownian movements, Van der Waal's equations and molecular aggregation and dissociation. Gibb's *Statistical Mechanics* and Jean's *Dynamical Theory of Gases*. A lecture and seminar course. *Mon.*, at 5.10. Six semester-hour credits. Mr. VAN ORSTRAND.

58. *Elasticity*.—The physical properties of solids as applied to problems in geophysics. Homogeneous stress and strain. Potential energy of strained solids. Transmission of force. Propagation of earthquake waves. Love's *Mathematical Theory of*

Elasticity. A lecture and seminar course. *Friday* at 5.10. Six semester-hour credits. Mr. VAN ORSTRAND.

59. *Theoretical Electricity*.—A lecture course on the Mathematical theory of Electricity, using J. J. Thomson's Elements of Electricity and Magnetism as a basis. The fundamental propositions of electrical theory are discussed, and their applications to practical problems are pointed out. The solution of a number of problems is also required. Six semester-hour credits. Dr. CURTIS.

60. *Least Squares*.—Derivation of the law of errors and adjustment of observations with special reference to the determination of the constants of empirical formulas. Merriman's Method of Least Squares. A lecture and recitation course. First half-year. *Monday* at 5.10. Not given in 1919-20. Two semester-hour credits. Mr. VAN ORSTRAND.

61. *Conduction of Heat*.—Fourier's analysis is applied to numerous problems in the diffusion of heat and substances. Ingersoll and Zobel's Mathematical Theory of Heat Conduction. A lecture and recitation course. Second half-year. *Mon.*, at 5.10. Two semester-hour credits. Mr. VAN ORSTRAND.

#### POLITICAL SCIENCE

##### *First Section. Primarily for Undergraduates*

1. *Government of the United States*.—Besides an analysis of the structure of the federal government this course includes a study of the powers and the influence of the President, the power to make treaties, to tax, to control the railroads and the wires, and to restrict immigration. The course surveys the functions of the courts, and it shows how the Federal Trade Commission has modified the earlier policies in regard to the trusts. The problems connected with the currency, the tariff, foreign commerce, and with our colonial empire are discussed. Governmental changes in foreign countries are noted and compared with those at home. First half-year. *Mon., Wed., Fri.*, at 10.15. Three semester-hour credits. Professor HILL.

2. *Government of the United States*.—Parallel with Course 1. *Tu., Th., Sat.*, at 6.00. Professor HILL.

3. *State Government*.—The vote, public opinion, direct legislation, police power, public utilities, and executive responsibility are the chief topics. A rapid survey is made of the three types of city government in the United States and of local government in the United Kingdom and in France. Second half-year. *Mon., We., Fri.*, at 10.15. Three semester-hour credits. Professor HILL.

4. *State Government*.—Parallel with Course 3. *Tu., Th., Sat.*, at 6.00. Professor HILL.



6. *Political Parties in the United States*.—A study of the functions of political parties in our government, of their history, and of their organization. First half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Not given in 1919-20.

8. *South American Republics*.—A sketch of their establishment, an analysis of the structure of their governments, and a study of how these governments reflect economic and social conditions is the object of the course. Second half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Not given in 1919-20.

*Second Section. For Undergraduates and Graduates*

21. *Comparative European Governments*.—The governments of the British Empire and of Germany. First half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Professor HILL.

22. *Comparative European Governments, continued*.—The governments of France, Italy and Switzerland are described and some attention is given to colonial administration. Second half-year. *Tu., Th., Sat.*, at 5.10. Three semester-hour credits. Professor HILL.

23. *City Government in the United States*.—A study of the origin and structure of the mayor and council, commission, and city manager plans, home rule, the relation of the city to the state, municipal powers and officers, social and individual rights and of references to European experience. First half-year. *Mon., Wed., Fri.*, at 11.15. Three semester-hour credits. Not given in 1919-20.

24. *Constitutional Law*.—The interpretation of clauses in the constitutions of the United States and of the separate states affecting officers, courts, powers of Congress, police power and private rights as found in judicial decisions forms the subject-matter. Second half-year. *Mon., Wed., Fri.*, at 11.15. Three semester-hour credits. Not given in 1919-20.

26. *Brazil, Its Political Evolution*.—A study of the political, social, and economical evolution of Portuguese America. The international policy of Brazil is given due consideration. The course runs through the year. *Wed.*, at 6.00. Two semester-hour credits. Professor COUTINHO.

27. *International Relations*.—The leading European treaties, especially during the last century, form the foci of the course. The purpose is to find what principles of international law and diplomacy have been evolved and applied. First half-year. *Mon., Wed., Fri.*, at 11.15. Three semester-hour credits. Professor HILL.

28. *International Relations, continued*.—Leading American treaties form the basis for this course. Second half-year. *Mon., Wed., Fri.*, at 11.15. Three semester-hour credits. Professor HILL.

29. *Principles of International Law*.—Lectures, text, cases, and a paper. First half-year. Mon., Wed., Fri., at 5.10. Three semester-hour credits. Rear-Admiral Stockton and Professor HILL.

30. *Elements of Diplomacy and Diplomatic Usage*.—Lectures, text, cases, and a paper. Second half-year. Mon., Wed., Fri., at 5.10. Three semester-hour credits. President COLLIER, Rear-Admiral STOCKTON and Professor HILL.

*Third Section. Primarily for Graduates*

51. *Readings in Political Science*.—This course is arranged to meet the individual needs of advanced students. The handling of material and the writing of a report are included. Hours by appointment. Two semester-hour credits each half year. Professor HILL.

PREVENTIVE MEDICINE

*Third Section. Primarily for Graduates*

50. A seminar course dealing with vital statistics; etiology and prevention of infectious diseases; causes and prevention of infant mortality; prevention of disease of occupation; protective inoculations; municipal hygiene; national and interstate preventive measures. Six semester-hour credits. Professor PRYOR.

ROMANCE LANGUAGES AND LITERATURES

French

*First Section. Primarily for Undergraduates*

1. *First-Year Course*.—Fraser and Squair's Grammar. Grammar, composition, drill in pronunciation, translation and reading of modern French fiction, comedy and history. For beginners. Tu., Th., Sat., at 9.15. Six semester-hour credits. Assistant Professor DOYLE.

2. *First-Year Course*.—Parallel with Course 1. Fraser and Squair's French Grammar. For beginners. Section A. Mon., Wed., Fri., at 6.00. Section B. Tu., Th., Sat., at 6.00. Section C. Tu., Th., Sat., at 5.10. Six semester-hour credits. Mr. CULLOM.

3. *Second-Year Course*.—Fraser and Squair's French Grammar. First text, Mérimée, "Colomba", (Heath); other texts to be announced. Open to students who have passed in French 1 or 2, or have fulfilled the admission requirements in Elementary French. Mon., Wed., Fri., at 10.15. Six semester-hour credits. Professor HENNING.

4. *Second-Year Course*.—Parallel with Course 3. Fraser and Squair's French Grammar. First text, Dumas fils, "La question



d'argent" (Heath); other texts to be announced. *Tu., Th., Sat.*, at 5.10. Six semester-hour credits. Professor HENNING.

5. *General Survey of Modern French Literature.*—(Nineteenth, eighteenth and Seventeenth Centuries).—Translation, collateral reading and reports thereon, lectures on literature, composition. Open to students who have passed in Course 3 or 4, or have fulfilled the admission requirements in Advanced French. *Mon., Wed., Fri.*, at 3.45. Six semester-hour credits. Professor HENNING.

6. *Parallel with French 5*, but omitting composition. *Tu., Th., Sat.*, at 6.00. Six semester-hour credits. Professor HENNING. (This course will be given only if elected by at least six students at the beginning of the year.)

7. *Conversation and Composition.*—Open to students who have passed in French 1 or 2, or have fulfilled the admission requirements in Elementary French, or otherwise satisfy the instructor of their fitness to take it. *Mon., Wed., Fri.*, at 5.10. Four semester-hour credits. Mr. TEILLARD. This course will be given only if elected by at least twelve students at the beginning of the year.

*Second Section. For Undergraduates and Graduates*

Courses in this group are open to students who have passed in Course 5 or 6, or otherwise satisfy the instructor of their fitness to take them.

21. *Literature of the Seventeenth Century.*—History, philosophy, criticism, memoirs, letters, eloquence, drama, fiction, poetry. Balzac, Boileau, Corneille, Descartes, Fénelon, Mme de la Fayette, La Bruyère, La Fontaine, La Rochefoucauld, Malherbe, Molière, Racine, Saint-Evremond, Saint-Simon, Mme de Sévigné, etc. Translation, collateral reading and reports thereon, lectures on literature and history. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Professor HENNING. Not given in 1919-20.

26. *Literature from 1750 to 1850; The Romantic Movement.*—History, criticism, travels, fiction, drama, lyric poetry. Rousseau, Bernardin de Saint-Pierre, Chénier; Balzac, Baudelaire, Chateaubriand, Gautier, Hugo, Lamartine, Michelet, Musset, Sainte-Beuve, George Sand, Mme de Stael, Thierry, Vigny, etc. Translation, collateral reading and reports thereon, lectures on literature and history. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Professor HENNING. Given in 1919-20.

28. *Literature from 1850 to the Present.*—History, philosophy, criticism, fiction, drama, lyric poetry. Augier, Brunetière, Daudet, Dumas fils, Flaubert, France, Heredia, Hervieu, Leconte de Lisle, Lemaître, Loti, Maeterlinck, Maupassant, Mérimée, Renan.

Rostand, Sully Prudhomme, Taine, Verlaine, etc. (Given in 1920-21.)

*Third Section. Primarily for Graduates*

50. *Old French*.—Philology and Literature. *La Chanson de Roland* and Chrétien de Troyes. Phonology and Morphology of Old French, with an outline of its development through Vulgar Latin. Survey of French Literature to the end of the 12th century. Some knowledge of Latin is essential. *Mon., Wed., Fri.*, at 4.00. Six semester-hour credits. Assistant Professor DOYLE. (Given in 1920-21.)

55. One course in the literature of the nineteenth century will be arranged for competent graduates. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Professor HENNING.

SPANISH

*First Section. Primarily for Undergraduates*

1. *First-Year Course*.—Hills and Ford's First Spanish Course. Grammar, written and oral composition, drill in pronunciation, translation of modern Spanish fiction, comedy and history. For beginners. *Mon., Wed., Fri.*, at 1.45. Six semester-hour credits. Assistant Professor DOYLE.

2. *First-Year Course*.—Parallel with Course 1. Hills and Ford's First Spanish Course. For beginners. Section A. *Mon., Wed., Fri.*, at 5.10. Section B. *Mon., Wed., Fri.*, at 6.00. Six semester-hour credits. Assistant Professor DOYLE, Mr. JONES.

3. *Second-Year Course*.—Review of grammar, composition, translation of modern Spanish prose and poetry, collateral reading. Open to students who have passed in Course 1 or 2, or have fulfilled the admission requirements in Elementary Spanish, or otherwise satisfy the instructor of their fitness to take the course. *Mon., Wed., Fri.*, at 10.15. Six semester-hour credits. Assistant Professor DOYLE.

4. *Second-Year Course*.—Parallel with Course 3. *Tu., Th., Sat.*, at 5.10. Six semester-hour credits. Assistant Professor DOYLE.

6. *General Survey of Modern Spanish Literature*.—The Eighteenth and Nineteenth Centuries; contemporary writers. Translation of representative works of drama, fiction, poetry. Lectures on the history of Spanish Literature. Outside reading and reports. Composition. Open to students who have passed in Spanish 3 or 4 or have done equivalent work. *Tu., Th., Sat.*, at 6.00. Six semester-hour credits. Assistant Professor DOYLE.

7. *Conversation and Composition*.—Open to students who have passed in Spanish 1 or 2, or have fulfilled the admission requirements in Elementary Spanish, or otherwise satisfy the instructor



of their fitness to take it. *Mon., Wed., Fri.*, at 6.00. Four semester-hour credits. Mr. SALDAÑA. This course will be given only if elected by at least twelve students at the beginning of the year.

8. *Spanish-American Prose*.—Study of some of the leading critics, essayists, and novelists: Rodó, Hostos, Blanco-Fombona, Blest Gana, etc. Lectures and collateral reading. Open to students who have had two years of college Spanish or who otherwise satisfy the instructor of their fitness. First half-year, *Mon., Fri.*, at 5.10. Two semester-hour credits. Mr. JONES.

10. *Spanish-American Poetry*.—Intensive study of some of the leading poets: Olmedo, Bello, Heredia, Darío, Chocano, Valencia, Nervo, etc. Open to students who have had two years of college Spanish or who otherwise satisfy the instructor of their fitness. Second half-year. *Mon., Fri.*, at 5.10. Two semester-hour credits. Assistant Professor DOYLE.

*Second Section. For Undergraduates and Graduates*

Courses in this group are open to students who have passed in Course 6, or otherwise satisfy the instructor of their fitness to take them.

22. *Spanish Literature of the Sixteenth and Seventeenth Centuries*.—The Golden Age. Cervantes, Calderón, Lope de Vega. The classic Spanish drama. Origins and rise of the novel. The ballad. Lyric poetry. References to the influence of Spanish literature upon French and English. Translation, reports on outside, reading, lectures. A large amount of collateral reading will be required. *Mon., Wed., Fri.*, at 4.00. Six semester-hour credits. Assistant Professor DOYLE.

PORTUGUESE

*First Section. Primarily for Undergraduates*

2. *First-Year Course*.—Portuguese as a Romance Language. Phonetics and drill in pronunciation, reading aloud of texts, dictation, elementary grammar, translation and composition. For beginners. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Professor COUTINHO.

3. *First-Year Course*.—General survey of the history of the literature. No knowledge of Portuguese is necessary. *Mon., Fri.*, at 6.00. Four semester-hour credits. Professor COUTINHO.

4. *Second-Year Course*.—Advanced grammar, exercises, composition, translation of prose and poetry, collateral reading, conversation. *Tu., Th., Sat.*, at 5.10. Six semester-hour credits. Professor COUTINHO.

6. *Third-Year Course*.—Language, literature and philology. *Tu., Th., Sat.*, at 6.00. Six semester-hour credits. Professor COUTINHO.

## RUSSIAN LANGUAGE

*First Section. Primarily for Undergraduates*

2. *First-Year Course*.—The essentials of Russian grammar; drill in pronunciation; conversation; dictation and translation. Textbook; Hossfeld's New Practical Method for Learning the Russian Language by S. Rappoport. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Mr. LEVITON.

4. *Second-Year Course*.—Review of grammar; syntax; selections from Russian Prose and Poetry; word formation; translation and conversation. *Mon., Wed., Fri.*, at 6.00. Six semester-hour credits. Mr. LEVITON.

## SEMITIC LANGUAGES AND LITERATURE

*Second Section. For Graduates and Undergraduates*

20. *Elementary Hebrew*.—Hebrew vocabulary and grammar; reading, translations of simple passages and briefer exercises. This course is open to beginners. Two hours a week. Four semester-hour credits.

22. *Advanced Hebrew*.—An intensive study of Hebrew grammar and its relation to Semitics in general. Comparative Semitic philology will be pursued. Translations of longer passages of prose and poetry. Readings and selections from the Old Testament and postbiblical literature. Two hours a week. Four semester-hour credits. Professor SCHAPIRO.

*Third Section. Primarily for Graduates*

50. Study of the history and development of Hebrew and cognate literatures. Certain epochs of Jewish History. A review of Modern Hebrew literature with particular emphasis on productions of the Haskala period. Special topics in addition to be selected by candidates. Six semester-hour credits. Professor SCHAPIRO.



## SUMMER SCHOOL ARTS AND SCIENCES

1919

### CALENDAR

- June 18-30 Registration period, 10-12 a. m.; 4-6 p. m.  
June 23 *Monday*—Instruction begins in the three-credit courses coming at 7.45 a. m. and in all the afternoon classes.  
June 30 *Monday*—Instruction begins in the two-credit courses coming in the forenoon.  
July 4 *Friday*—Holiday.  
July 5 *Saturday*—Classes meet at the usual hours.

### FACULTY

WILLIAM MILLER COLLIER, A.M., LL.D., President of the University  
WILLIAM CARL RÜDIGER, Ph.D., Director of the Summer School

LEVI RUSSELL ALDEN, A.M., Assistant Professor of History  
GERTRUDE RICHARDSON BRIGHAM, Ph.D.,

Instructor in Archaeology and History of Art

THOMAS BENJAMIN BROWN, Ph.D., Assistant Professor of Physics

DE WITT CLINTON CROISSANT, Ph.D., Professor of English

WALTER S. DEFFENBAUGH, A.M., Instructor in Education

HENRY GRATTAN DOYLE, A.M.,

Assistant Professor of Romance Languages

SHEPHERD IVORY FRANZ, Ph.D., M.D.,

Professor of Experimental Psychology

CHARLES EDWARD HILL, Ph.D., Professor of Political Science

HARRY GRANT HODGKINS, A.B., Instructor in Mathematics

HOWARD LINCOLN HODGKINS, Ph.D., Dean of the Department of

Arts and Sciences and Professor of Mathematics

ELMER LOUIS KAYSER, A.M., Instructor in History

ROBERT RUSS KERN, A.B., Professor of Economics

CLARENCE CAMERON KOCHENDERFER, A.M.,

Assistant Professor of Commerce

CHARLES ELMER REESE, Ph.D., Instructor in Geology

EDWARD ELLIOT RICHARDSON, M. D., Ph.D., Professor of Philosophy

WILLIAM CARL RÜDIGER, Ph.D.,

Dean of Teachers College and Professor of Educational Psychology

ALFRED FRANCIS WILLIAM SCHMIDT, A.M....Professor of German  
 OTIS DOW SWETT, S.B., LL.M....Assistant Professor of Chemistry  
 WILLIAM ALLEN WILBUR, A.M., Litt.D.,  
 Dean of Columbian College and Professor of English

## SCHEDULE OF CLASSES

The class on Re-education coming at 2.30 will begin on June 16, the two-semester-hour classes coming in the forenoon on June 30 and all the others on June 23. As a rule the two-semester-hour classes will meet five times a week for six weeks and the three-semester-hour classes six times a week for eight weeks. No classes will be held on Friday, July 4, but the six-week classes will meet on Saturday, July 5.

A. M.		Semester-hour	
7.45-8.40		Credits	
SII	English Composition	2	Dr. Brigham
S26	Elementary School Problems	2	Mr. Deffenbaugh
S2a	First-year Spanish	3	Professor Doyle
S45	History of Commerce	3	Professor Kochenderfer
SXXV	Shakespeare	2	Professor Wilbur
9-10			
SXXI	History of Art	2	Dr. Brigham
SI	Psychology	2	Professor Richardson
S26	American Poetry	2	Professor Wilbur
10-11			
S22b	History of Education	2	Mr. Kayser
S22	General Sociology	2	Professor Kern
S3	Logic	2	Professor Richardson
11-12			
S23	Social Problems	2	Professor Kern
SXXIII	Philosophy	2	Professor Richardson
S21a	Principles of Teaching	2	Professor Ruediger
P. M.			
2.30-3.30			
SXXIII	Re-education	1	Professor Franz
5.10-6.00			
S20a	American History	3	Professor Alden
S3a	General Physics	3	Professor Brown
S32	Types of Literature	3	Professor Croissant
S2a	First-year French	3	Professor Doyle
S1a	U. S. Government	3	Professor Hill
S4b	Trigonometry	2	Mr. Hodgkins
S46	World Politics	3	Professor Kochenderfer
S3	Geography	2	Dr. Resser



## DEPARTMENT OF ARTS AND SCIENCES

SI	Library Science	3	Professor Schmidt
S1	General Chemistry	6	Professor Swett
S7a	Conversational French 5.10-6.50	2	Mr. Teillard
S2	English Rhetoric 6.00-6.50	4	Professor Wilbur
S28	Nineteenth Century Poetry	3	Professor Croissant
S2b	First-year French (2nd semester)	3	Professor Doyle
SXXII	International Relations	3	Professor Hill
S4a	College Algebra	3	Mr. Hodgkins
S5	Medieval Institutions	3	Mr. Kayser
S1a	General Economics	3	Professor Kern
S40	Economic History of U. S.	3	Professor Kochenderfer
SIV	Conversational German 6.00-7.40	3	Professor Schmidt
S2	Geology 6-10	4	Dr. Resser
S2	Laboratory Chemistry	4	Professor Swett
S3	Organic Chemistry	4	Professor Swett
S7	Qualitative Analysis 6.50-7.40	4	Professor Swett
S4a	Second-year French 6.50-8.30	3	Professor Doyle
S2a	Laboratory Physics	2	Professor Brown

## OPPORTUNITIES

The opportunities for culture that may be enjoyed in Washington are unrivaled. The libraries, museums, and Government buildings are open daily for inspection and study, and both the city and vicinity are replete with places of historic interest. The knowledge of the nation's capital and its environs that may be gained during a six weeks' sojourn is alone no small part of a liberal education, and when this is combined with educational opportunities of the first order, the situation becomes ideal.

## WORK OFFERED

The courses offered are all of college grade, are given by regular members of the faculty or others experienced in college teaching, and represent essentially all the subjects of study found in the Department of Arts and Sciences.

Courses which open with less than six students may be withdrawn. If courses not announced in this Bulletin are desired an effort will be made to provide them.

## ADMISSION

No entrance examinations or certificates of work completed in secondary schools will be required for admission to the Summer School, but no student will be allowed to register for any except an elementary course until he has given evidence satisfactory to the instructor concerned or to the Director that he is qualified to pursue the course to advantage.

## REGISTRATION

The Director's office, 2023 G Street, N. W., will be open to receive registrations from 10-12 A. M. and 4-6 P. M., after June 18. Registration for courses, changes in registration, and the dropping of courses must all be arranged through the Director's office.

## CREDIT

The units of credit in semester hours carried by the several courses are indicated both in the schedule of classes on pages 127-128 and in the descriptive outlines of the course on pages 130-135. A semester-hour of work is the equivalent of a course meeting once a week throughout a semester during the regular session of the University.

Work satisfactorily completed in the Summer School will be accredited toward a degree at George Washington University on the same basis as work completed during the regular session.

## CERTIFICATES

Certificates of attendance and of work satisfactorily completed will be issued on or about September 1.

## FEES

Tuition fee per semester-hour ..... \$6.00\*  
Laboratory fees:

Chemistry S 2, S 3, and S 7, each .....	\$10.00
Chemistry S 20, \$15; S 21 .....	20.00
Physics .....	5.00
Breakage deposit in chemistry, the amount paid in excess of breakage to be returned, S 2, S 3, and S 7 each	10.00
Courses S 20, \$15; S 21 .....	20.00

The scholarships, University and Ministerial Aid available during the regular session are not applicable to the Summer School.

\*Except for those George Washington University students who paid \$5.00 per semester-hour during 1918-19.



## PAYMENT OF FEES

All fees are due upon registration and are payable at the Treasurer's Office, 2101 G Street. Students who find it impossible to pay their fees by July 3 should make special arrangements with the Director when they register. No certificate of attendance or of credit will be issued unless all fees have been paid.

Students who are compelled to withdraw before the end of the session should promptly notify the Director, who will make a fair adjustment of the fees. No separate registration fee is charged but one dollar of the tuition fee may not be cancelled. As the fiscal year of the University ends August 31, no requests for refunds can receive consideration after that date.

## LIBRARY

The University Library, which is found in the first floor of the main building, will be open on school days from 8.45-12.15 and from 4-7, and on Saturday forenoons.

## COURSES OF INSTRUCTION

The letter S, meaning Summer, is prefixed to the numbers of courses to distinguish them from the courses offered during the regular session of the University. Courses corresponding approximately to those offered during the regular session are given corresponding numbers. Courses not so corresponding are assigned Roman numerals. The letters a and b following some of the numbers signify correspondence respectively to first and to second semester work of the regular session.

## ART

S XXI. *History of Art.* An introductory course in the schools of painting and sculpture, from prehistoric to modern times, including especially Egyptian, Greek, Renaissance, intermediate, English, French, and American art.

Illustrated lectures. Visits to the National Gallery, the Library of Congress, and other collections. Special study may be arranged for advanced students. At 9. Two semester-hour credits. Dr. Brigham.

## Chemistry

S 1. *General Chemistry.*—A series of illustrated lectures, accompanied by recitations and exercises, on theoretical, inorganic, organic, and technical chemistry. Daily at 5.10. Six semester-hour credits. Assistant Professor SWETT.

S 2. *Laboratory Practice.*—A laboratory course for the study of the principles of chemistry and the method of conducting

chemical experiments. Daily 6-10. Four semester-hour credits. Assistant Professor SWETT.

(NOTE: Courses S 1 and S 2 should be taken together. Courses S 20, *Qualitative Analysis*, six semester-hour credits, and S 21, *Quantitative Analysis*, eight semester-hour credits, will be given if demanded.)

S 3. *Organic Experiments and Inorganic Preparations*.—First twelve periods, experiments in organic chemistry; last eighteen periods, syntheses of inorganic compounds. Daily 6-10. Four semester-hour credits. Assistant Professor SWETT.

S 7. *Qualitative Analysis*.—A brief course intended primarily for students in engineering. Daily 6-10. Four semester-hour credits. Assistant Professor SWETT.

#### Economics and Sociology

S 2a. *General Economics*.—An outline course in the principles of political economy, devoted mainly to the study of the processes of fixing market prices and to a study of the problems of rent, interest, wages, and profits. Daily at 6. Three semester-hour credits. 45 periods. Professor KERN.

S 22. *General Sociology*.—An outline course in the principles of sociology devoted mainly to the study of the organization of society, the social systems, their functions, efficiencies, and programs for their development period. At 10. Two semester-hour credits. Professor KERN.

S 23. *Modern Social Problems*.—A further analysis of modern social conditions with special studies of current questions in sociology. Prerequisite, the course in general sociology. At 11. Two semester-hour credits. Professor KERN.

S 40. *Economic History of the United States*.—Conditions that led to the colonization of this continent; growth of industry, agriculture, commerce, transportation, labor and capital; industrial and commercial problems of to-day. Daily at 6. Three semester-hour credits. 45 periods. Assistant Professor KOCHENDERFER.

S 45. *History of Commerce*.—The rise and progress of commerce from antiquity to modern times, with particular emphasis on the effects of commerce on civilization and the relations between commercial and political development. Daily at 7.45. Three semester-hour credits. 45 periods. Assistant Professor KOCHENDERFER.

S 46. *Economic Background of World Politics*.—The economic development of Europe during the past hundred years; rival imperial ambitions in the Far East, the Balkans, etc.; economic issues leading up to the world war; immigration, socialism, social reform measures, social insurance, agrarian problems. Daily at



5.10. Three semester-hour credits. 45 periods. Assistant Professor KOCHENDERFER.

#### Education

S 21a. *Principles of Teaching*.—A course in the principles underlying the teaching process: Vitalizing instruction, motivation, the types of subject-matter, class-room procedure, educational guidance. At 11. Two semester-hour credits. Professor RUEDIGER.

S 22b. *History of Modern Education*.—A study of the development of educational theories and methods since the Renaissance. At 10. Two semester-hour credits. Mr. KAYSER.

S XXIII. *Re-education*.—A course on the needs, possibilities, methods and results of re-education for reconstruction aids and others interested in education for defects. Among the topics treated are: Needs and principles of re-education, psychology and pedagogy of habit formation, education of speech defectives, the deaf and dumb, the blind, the maimed, the paralyzed, the nervous and the psychotic.

This course is given in cooperation with the First National Service School, 1606 20th Street, N. W., whose Fourth Encampment will be held in Washington June 15-July 5. The fee for students of the Encampment will be covered by the general fee paid to the Service School; for others a special fee of five dollars for the course has been set.

Fifteen lectures, beginning June 16 and closing July 3. One semester-hour credit. At 2.30. Professor FRANZ and special lecturers.

S 26. *Elementary School Problems*.—A practical course for elementary school teachers and supervisors. Among the problems considered are: school discipline, classroom organization, methods of teaching. Text, collateral reading, and discussion. Much use is made of the chapters on Instruction in school survey reports. At 7.45. Two semester-hour credits. Mr. DEFFENBAUGH.

#### English

S 2. *English Rhetoric*.—A course covering the entire text of English Rhetoric. 5.10-6.50. Four semester-hour credits. Professor WILBUR.

S II. *English Composition*.—Practice in self-expression; correction of common errors; facility in writing; methods of research; the short story. Theme work, class discussion, and lectures. Special help for personal needs. At 7.45. Two semester-hour credits. Dr. BRIGHAM.

*Note.* The completion of course S 2 and S II together will be

accepted in full satisfaction of the curriculum requirement in Freshman English.

S XXV. *Shakespeare*. The English Historical Plays.—King John, King Richard II, King Henry IV, pts. 1, 2, King Henry V. King Henry VI, pts. 1, 2, 3, King Richard III, King Henry VIII. At 7.45. Two semester-hour credits. Professor WILBUR.

S 26. *American Poetry*.—Studies of American ideals as revealed in poetry. At 9. Two semester-hour credits. Professor WILBUR.

S 28. *Nineteenth Century Poetry from Browning to Rupert Brooke*.—Lectures and reading. Daily at 5.10. Three semester-hour credits, 45 periods. Professor Croissant.

S 32. *Types of Literature*. Lectures on the types and principles of literature with collateral reading. Daily at 6. Three semester-hour credits, 45 periods. Professor CROISSANT.

#### French

*See Romance Languages*

#### Geology

S 2. *Geology*.—Systematic geology; dynamical, structural and stratigraphical. The course is designed to form a part of a general-culture course, or a preliminary course for those intending to make a specialty of geology. It includes lectures, recitations, laboratory and field work so far as hours will permit. Paleontology is treated as a branch of geology, having especial reference to stratigraphy and correlation. Text-book: Cleland's *Geology*. 6.00-7.40. Four semester-hour credits. Dr. RESSER.

S 3. *Principles of Geography*.—The course considers the phenomena of the earth as a whole, the interrelations of these phenomena and their influence upon human affairs. It includes a study of the general geographical principles, including those of physiography and climate, and their application. At 5.10. Two semester-hour credits. Dr. RESSER.

#### German

S IV. *Conversation and Rapid Reading*. This course is open to students who have had one year of college German or its equivalent. Daily at 6. Three semester-hour credits, 45 periods. Professor SCHMIDT.

S 2a. *First-Year German*, S 6a *Second-year German*, or S 8a *Third-Year German* will be given if requested by at least six students.

#### History

S 20a. *American History*.—A study of the development of American nationality from the adoption of the constitution through



the first half of the nineteenth century. Text-books, lectures, and reports. Daily at 5.10. Three semester-hour credits. 45 periods. Assistant Professor ALDEN.

S 5. *Medieval Institutions*.—A general survey of medieval life with special reference to the culture and the institutional development of the Middle Ages. Daily at 6. Three semester-hour credits. 45 periods. Mr. KAYSER.

#### Library Science

S 1a. *Principles of Library Science*. This course is designed to cover the general principles of library science and will consist of practical work as well as lectures. Daily at 5.10. Three semester-hour credits. Professor SCHMIDT.

S 1b. A continuation course extending beyond the regular session of the Summer School will be offered either in general principles or along special lines. Special work may be arranged for advanced students. Three semester-hour credits. 45 periods. Professor SCHMIDT.

#### Mathematics

S 4a. *College Algebra*.—Bowser's College Algebra. Ratio and proportion. Chapter XVI to the end of the book. Daily at 6. Three semester-hour credits. 45 periods. Mr. HODGKINS.

S 4b. *Plane Trigonometry*.—Crocket's Trigonometry. All of plane trigonometry. At 5.10. Two semester-hour credits. Mr. HODGKINS.

NOTE. These courses will be duplicated respectively at 9 and at 10 by Professor HODGKINS if the demand justifies.

#### Philosophy and Psychology

S 1. *General Psychology*.—An introductory study of the principal facts and laws of the mental life. At 9. Two semester-hour credits. Professor RICHARDSON.

S 3 *Logic*.—The principles of deductive and inductive inference. At 10. Two semester-hour credits. Professor RICHARDSON.

S XXIII. *Introduction to Philosophy*.—A course, designed for beginners in philosophy, dealing with the nature of philosophy, the principles underlying it, and the principal theories that have arisen in the development of philosophic thought. This course is intended to give a general survey of the subject and to lead to more advanced work. At 11. Two semester-hour credits. Professor RICHARDSON.

#### Physics

S 2a and S 2b. *Laboratory Physics*. Either (a) or (b) may be taken, but not both. 6.50-8.30. Two semester-hour credits for either. Assistant Professor BROWN.

S 3a. *Introductory General Physics*. Mechanics, heat, and

electrostatics. Daily at 5.10. 45 periods. Three semester-hour credits. Assistant Professor BROWN.

#### Political Science

S 1a. *Government of the United States*.—This course includes a brief study of the factors that led to union among the colonies, of the second Continental Congress, the Articles of Confederation and of the organization and functions of the federal government. Daily at 5.10. Three semester-hour credits. 45 periods. Professor HILL.

S XXII. *Our International Relations*.—A study of the place of the United States in the family of nations: The historical setting of our leading treaties, a sketch of the negotiators and their work, the bearing of the terms of the treaties on later events. Daily at 6. 45 periods. Three semester-credits. Professor HILL.

#### Romance Languages

##### French

S 2a. *First-Year Course*.—Essentials of French grammar, drill in pronunciation; oral and written composition; translation of modern French prose. For beginners. Fraser and Squair's French Grammar (Heath). Daily at 5.10. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

S 2b. *First-Year Course*.—(Second Semester.) Open to students who have had one year of high school French or one semester of college French. Daily at 6. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

S 4a. *Second-year Course*.—Review of French Grammar (Fraser and Squair's French Grammar, Heath); oral and written composition; translation of modern French prose. First text, Sarcey's *Le Siege de Paris* (Heath); others to be announced. Open to students who have received credit for one year of College French, or its equivalent. Daily at 6.50. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

##### Spanish

S 2a. *First-Year Course*.—Elements of Spanish Grammar; drill in pronunciation; oral and written composition; translation of modern Spanish prose. Texts: Hills and Ford's *First Spanish Course* (Heath); De Vitis' *Spanish Reader* (Allyn & Bacon). Daily at 7.45. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

S 3a. *Second-Year Course*.—If six or more students apply, a course in second-year Spanish will be provided, with special attention to conversation and commercial correspondence, if desired. 45 periods. Three semester-hour credits.



DEPARTMENT OF MEDICINE, INCLUDING THE  
MEDICAL SCHOOL, UNIVERSITY HOSPITAL AND  
DISPENSARY, THE TRAINING SCHOOL FOR  
NURSES AND THE DENTAL SCHOOL

MEDICAL SCHOOL

Faculty

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WILLIAM CLINE BORDEN, M.D.,

Dean, Department of Medicine and Professor of Surgery

OSCAR BENWOOD HUNTER, A.M., M.D.,

Professor of Bacteriology and Pathology and Assistant Dean

GEORGE NICHOLAS ACKER, A.M., M.D.,

Professor of Pediatrics and Clinical Professor of Medicine

HENRY CRÈCY YARROW, M. D., Professor of Dermatology, Emeritus

STERLING RUFFIN, M.D. .... Professor of Medicine

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Professor of Laryngology, Rhinology, and Otology

JOHN WESLÈY BOVÈE, M. D. .... Professor of Gynecology

THOMAS ASH CLAYTOR, M.D. .... Clinical Professor of Medicine

AURELIUS RIVES SHANDS, M. D.,

Clinical Professor of Orthopedic Surgery

RANDOLPH BRYAN CARMICHAEL, M.D. ... Professor of Dermatology

FRANCIS RANDALL HAGNER, M.D.,

Professor of Genito-Urinary Surgery

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Clinical Professor of Gynecology

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Professor of Psychiatry and Clinical Professor of Neurology

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Professor of Physiology

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Professor of Materia Medica and Therapeutics

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Clinical Professor of Surgery

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Professor of Military Surgery and Sanitation

GIDEON BROWN MILLER, S.B., M.D.,

Clinical Professor of Gynecology

\*Absent on Military Service.

- WILLIAM SINCLAIR BOWEN, M.D...Clinical Professor of Obstetrics  
 OSCAR ADDISON MACK MCKIMMIE, M.D.,  
     Clinical Professor of Laryngology and Otology  
 CARL LAWRENCE DAVIS, M.D.....Professor of Anatomy  
 \*EDWARD RHODES STITT, A.B., M.D.  
     Professor of Tropical Medicine  
 FRANK LEECH, M.D. ....Clinical Professor of Medicine  
 HURON WILLIS LAWSON, S.M., M.D.....Professor of Obstetrics  
 FRANK ADELBERT HORNADAY, S.B., M.D.  
     Professor of Chemistry and Dietetics  
 THOMAS CHARLES MARTIN, M.D.....Professor of Proctology  
 \*HARRY HYLAND KERR, M.D.....Clinical Professor of Surgery  
 WILLIAM PINKNEY REEVES, M.D...Clinical Professor of Surgery  
 EDGAR SNOWDEN, M.D.,  
     Professor of Hygiene and Clinical Associate in Obstetrics  
 TRUMAN ARBE, M.D.....Professor of Roentgenology  
 \*MONTGOMERY EARL HIGGINS, M.D., Professor of Tropical Medicine  
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     Professor of Preventive Medicine and Hygiene  
 HARRY S. BERNTON, M. D., Professor of Medical Jurisprudence  
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 WILLIAM HARRY SCHULTZ, Ph.D., Ph.B.,  
     Professor of Pharmacology, Experimental Physiology and  
     Librarian  
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 DANIEL LERAY BORDEN, A.M., M.D.  
     Associate Professor of Surgery  
 GLENMORE FORD CLARK, M.D.,  
     Associate Professor of Tropical Medicine  
 WILLIAM BRAWNER HATFIELD, A.B., M.D.,  
     Associate Professor of Tropical Medicine  
 TOMAS CAJIGAS, M.D.,  
     Associate Professor of Bacteriology and Pathology  
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     Associate Professor of Chemistry  
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 EDGAR PASQUAL COPELAND, M.D.....Associate in Pediatrics  
 HARRY HAMPTON DONNALLY, A.M., M.D.,  
     Clinical Associate in Pediatrics  
 HENRY RANDALL ELLIOTT, M.D.....Associate in Physiology  
 J. LEWIS RIGGLES, M.D.....Associate in Gynecology

\*Absent on Military Service.



\*WILLIAM CABELL MOORE, M.D.....Associate in Medicine  
 CHARLES AUGUSTUS SIMPSON, M.D.,

Clinical Associate in Dermatology

COURSEN BAXTER CONKLIN, S.B., M.D.....Associate in Medicine  
 JOSEPH DECATUR ROGERS, M.D.,

Clinical Associate in Obstetrics and Surgery

\*ROBERT YOUNG SULLIVAN, M.D...Clinical Associate in Obstetrics

CHARLES WHEATLEY, M.D.....Clinical Associate in Pediatrics

CHARLES WILBUR HYDE, M.D.....Associate in Medicine

WILLIAM JOHNSTON MALLORY, A.M., M.D..Associate in Medicine

J. LAWN THOMPSON, M.D.....Associate in Medicine

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Clinical Associate in Medicine

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Clinical Instructor in Laryngology and Ophthalmology

WALTER HIBBARD MERRILL, M.D.,

Instructor in Electro-Therapeutics and Roentgenology

JOHN POTTS FILLEBROWN, M.D....Clinical Instructor in Surgery

VIRGIL B. JACKSON, M.D.....Clinical Instructor in Gynecology

EDMUND THOMAS MURDAUGH FRANKLIN, M.D.,

Clinical Instructor in Surgery

ADAM KEMBLE, M.D.,

Clinical Instructor in Genito-Urinary Surgery

HOMER GIFFORD FULLER, M.D.,

Clinical Instructor in Genito-Urinary Surgery

CLINE N. CHIPMAN, M.D.....Instructor in Anaesthesia

\*ALBERT PERKINS TIBBETS, A.B., M.D.,

Clinical Instructor in Laryngology

ELIJAH WHITE TITUS, Phar.D., M.D., Instructor in Pediatrics

WILLIAM HENRY HUNTINGTON, M.D.,

Clinical Instructor in Laryngology and Otology

HARRY SAMUEL LEWIS, M.D.....Instructor in Surgery

JOHN HUNTER SELBY, M.D. ....Instructor in Roentgenology

ROBERT SAMUEL TRIMBLE, M.D....Clinical Instructor in Medicine

WILLIAM BROWNE CARR, M.D....Instructor in Morbid Anatomy

OLIVER CLEMENCE COX, M.D. ....Instructor in Surgery

WILLIAM BERRY MARBURY, M.D.....Instructor in Surgery

SAMUEL HARRISON GREENE, M.D.,

Clinical Instructor in Laryngology and Otology

\*Absent on Military Service.

(WILLIAM HOUSTON LITTLEPAGE, M.D.,

Clinical Instructor in Medicine

(WILLIAM DAVID TEWKSBURY, M.D.,

Clinical Instructor in Medicine

(THOMAS MADDEN FOLEY, M.D., Instructor in Orthopedic Surgery

(HOWARD FRANCIS KANE, A.B., M.D.....Instructor in Obstetrics

(CARROL EDWARD BINGMAN, M.D....Clinical Instructor in Medicine

(SAMUEL BOYCE POLE, M.D.,

Clinical Instructor in Laryngology and Otology

(NELSON DUVAL BRECHT, M.D.....Instructor in Gynecology

(ROBERT READ RAFTER, M.D.....Instructor in Medicine

(RALPH COHEN, M.D.....Instructor in Anatomy

(WILLIAM BINFORD KING .....Instructor in Anatomy

MARY O'MALLEY, M.D.,

Clinical Instructor in Psychiatry and Neurology

CHARLES O. KNOTT, M.D., Instructor in Genito-Urinary Surgery

GEORGE G. MORRIS, M.D. ....Clinical Instructor in Surgery

(GEORGE H. RAWSON, M.D. ....Instructor in Anatomy

CHARLES D. EASTON, M.D. ....Clinical Instructor in Pediatrics

EARL GRIFFITH BREEDING, A.B., M.S., M.D.,

Instructor in Laryngology and Otology

CYRUS W. CULVER, M.D. ....Clinical Instructor in Obstetrics



THE STAFF OF THE GEORGE WASHINGTON UNIVERSITY  
HOSPITAL AND DISPENSARY

## Hospital

STERLING RUFFIN, M. D.....Physician-in-Chief  
 GEORGE NICHOLAS ACKER, M. D.,  
     Pediatrician-in-Chief and Associate Physician  
 BUCKNER MAGILL RANDOLPH, M.D.....Associate Physician  
 COURSEN BAXTER CONKLIN, M.D.....Associate Physician  
 WILLIAM CLINE BORDEN, M.D.....Surgeon-in-Chief  
 CHARLES STANLEY WHITE, M.D.....Associate Surgeon  
 DANIEL LERAY BORDEN, M.D.....Associate Surgeon  
 AURELIUS RIVES SHANDS, M.D.....Orthopedic Surgeon  
 FRANCIS RANDALL HAGNER, M.D.....Genito-Urinary Surgeon  
 HOMER GIFFORD FULLER, M.D..Associate Genito-Urinary Surgeon  
 JOHN WESLEY BOVÉE, M.D.....Gynecologist-in-Chief  
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 HENRY CRÉCY YARROW, M.D.....Dermatologist-in-Chief  
 RANDOLPH BRYAN CARMICHAEL, M.D....Associate Dermatologist  
 CHARLES WILLIAMSON RICHARDSON, M.D.....Laryngologist  
 DANIEL KERFOOT SHUTE, M.D.....Ophthalmologist  
 WILLIAM KENNEDY BUTLER, M.D.....Ophthalmologist  
 EDWARD GRANT SEIBERT, M. D.,  
     Associate Laryngologist and Ophthalmologist

## General Surgery

TRUMAN ABBE, M.D.....Roentgenologist-in-Chief  
 JOHN HUNTER SELBY, M.D.....Roentgenologist  
 WALTER HIBBARD MERRILL, M.D.....Roentgenologist  
 OSCAR BENWOOD HUNTER, M.D.....Pathologist  
 TOMAS CAJIGAS, M.D.....Director of the Clinical Laboratory  
 SAMUEL MOFFETT BITTENDER, M.D.....Resident Physician  
 CHARLES JAMES BARONE.....Senior Student Interne  
 JOSEPH KREISELMAN.....Senior Student Interne  
 THOMAS BENTON CRISP, Phar.D.....Senior Student Interne  
 LILLIAN JANE BLACKWELL, R.N....Superintendent of Nurses and  
     Principal of the Training School for Nurses  
 PATRICK P. VANE.....Business Superintendent

## Dispensary

STERLING RUFFIN, M.D.....Physician-in-Chief  
 JOHN WESLEY BOVÉE, M.D.....Gynecologist-in Chief  
 WILLIAM CLINE BORDEN, M.D.....Surgeon-in-Chief  
 HURON WILLIS LAWSON, M.D.....Obstetrician-in-Chief  
 CHARLES O. KNOTT, M.D.....Director of the Dispensary

General Medicine

BUCKNER, MAGILL RANDOLPH, M.D.....Attending Physician  
 \*WILLIAM CABELL MOORE, M.D.....Attending Physician  
 WILLIAM JOHNSTON MALLORY, M.D.....Attending Physician  
 ROBERT S. TRIMBLE, M.D.....Attending Physician  
 THOMAS LINVILLE, M.D.....Attending Physician  
 FRANK A. HORNADAY, M.D.....Attending Physician  
 MORRIS CATZVA, M.D.....Attending Physician  
 RALPH COHEN, M.D.....Attending Physician

General Surgery

TRUMAN ABBE, M.D.....Attending Surgeon  
 JOHN POTTS FILLERBROWN, M.D.....Attending Surgeon  
 HENRY K. CRAIG, M.D.....Attending Surgeon

Genito-Urinary Diseases

FRANCIS RANDALL HAGNER, M.D.....Genito-Urinary Surgeon  
 ADAM KEMBLE, M.D.....Attending Surgeon  
 CHARLES O. KNOTT, M.D.....Attending Surgeon

Gynecology

DANIEL LERAY BORDEN, M.D.....Attending Gynecologist

Obstetrics

HURON WILLIS LAWSON, M.D.....Obstetrician-in-Chief  
 CYRUS W. CULVER, M.D.,

Attending Obstetrician, Out-Patient Service

Eye, Ear, Throat and Nose

EDWARD GRANT SEIBERT, M.D..Laryngologist and Ophthalmologist  
 \*ALBERT PERKINS TIBBETS, M.D.,

Attending Laryngologist and Otologist

SAMUEL BOYCE POLE, M.D..Attending Laryngologist and Otologist

Roentgenology

TRUMAN ABBE, M.D.....Roentgenologist-in-Chief  
 JOHN HUNTER SELBY, M.D.....Roentgenologist

Dermatology

CHARLES AUGUSTUS SIMPSON, M.D.....Attending Dermatologist

Pathology

OSCAR BENWOOD HUNTER, M.D.....Pathologist

Laboratory

TOMAS MOREAU CAJIGAS, M.D.....Director

\*Absent in Military Service



## Medical Building

OSCAR BENWOOD HUNTER, M.D....Superintendent of the Building  
 WILLIAM HARRY SCHULTZ, Ph.B., Ph.D.....Librarian  
 ANNA ELIZABETH SELLNER.....Secretary to the Dean

## HISTORICAL

The *Medical School of the George Washington University*, in the chronological order of establishment, is the seventeenth Medical School in the United States. The first course of lectures began in March, 1825. For many years the school was known as the National Medical College; subsequently as the Department of Medicine of the Columbian University. By virtue of an act of Congress approved January 23, 1904, the Columbian University changed its name to "The George Washington University."

When first established, and for many years thereafter, this school, like most others in this country, gave only a two years' course of five months each. In 1878 the course was lengthened by the establishment of a Spring Session devoted to lectures in certain special subjects. In 1879 the course was lengthened to seven months and attendance upon three annual sessions required, and in 1893 attendance on four annual courses was made obligatory upon all candidates for the degree of Doctor of Medicine. In order to increase the facilities for actual bedside teaching, the University Hospital and the University Dispensary were established in 1898 and made a part of the Medical School. In 1902 the old Medical School building, in which the exercises had been held since 1867, gave place to the present large and commodious structure.

## EDUCATIONAL POSITION

The Medical School of the University has been for several years a member of the Association of American Medical Colleges. It is one of Medical Colleges designated as "class A," by the American Medical Association, and it is accredited for all its work by the Combined (Royal) Medical Examining Boards in England.

*The degree of M. D. given by this University admits the holder to all governmental examinations, including those for the Medical Corps of the United States Army and Navy and the Public Health Service and, with evidence of one year of post graduate work in those states which require hospital internship, will admit a graduate of our Medical School to all state examinations.*

These facts guarantee the character of the work done by the School and insure its students and graduates all the advantages which accrue from such association and recognition.

## BUILDINGS AND OTHER FACILITIES

*Buildings of the Medical Department*

All the buildings adjoin each other and consist of the Medical School Building and the University Hospital and the University Dispensary. They are most advantageously situated in the heart of the city within one block of both systems of car lines. As the Hospital and Dispensary adjoin the School, their clinical facilities are easily accessible to the students, and the pathological material and the material for clinical microscopy and clinical chemistry afforded by the Hospital and Dispensary are directly used in the School laboratories.

*Medical School Building.*—A modern commodious, five-story structure with spacious, well-lighted, well-ventilated lecture and class rooms, laboratories, and students' rooms. It has an elevator service, and is equipped throughout with steam heat, gas, electricity, and all modern improvements.

*Laboratories.*—Six in number (for anatomy, chemistry, physiological and clinical chemistry, histology and embryology, physiology and pharmacology, and bacteriology and pathology) are fully equipped with the most approved appliances, so that students may adequately pursue the laboratory courses and acquire the technical skill necessary in modern clinical and research methods.

*University Medical Library.*—Open for study and consultation from 9 a.m. to 4 p.m. with a Librarian who is a graduate of Medicine in charge. It contains at present more than 2,000 volumes, and provision is made to add to it as published the important new works on medicine. The most important medical periodicals are regularly received. The library is an excellent working collection, as it affords opportunity to read up adequately on the subjects presented in the courses.

*Pathological Museum.*—Contains a great many valuable and interesting specimens. Their number is increased by additions from time to time. These specimens are particularly valuable to the students as illustrating the changes produced by disease.

## ADVANTAGES OF LOCATION

*Place for Pursuing the Study of Medicine*

This city now has nearly a half million inhabitants, providing abundant clinical material to the hospitals, which have an aggregate of about four thousand beds. In these hospitals clinical instruction, in addition to that in the University Hospital, is given by members of the Faculty.



The *great libraries and museums* connected with the various Government institutions afford unparalleled facilities for study.

The Library of the Surgeon General's Office of the United States Army is the most complete medical library in the world, and all leading medical periodicals of the world are subscribed for. All the facilities of this great library are open to *medical students*. There is also the Library of Congress, the Public Library, and the many excellent libraries of the various Government offices, all of which are open to students.

The *Army Medical Museum* affords an unrivaled opportunity for studying the conditions met with in military and general surgery. It contains on exhibition a collection of anatomical and pathological specimens unequalled by any other museum. Other Government museums are the Museum of Hygiene, in connection with the Medical Department of the Navy and the National Museum. The Botanic Gardens, the Smithsonian Institution, the Fish Commission, and the Department of Agriculture, all afford opportunities for study both in medicine and its collateral sciences.

On account of the many advantages offered in this city, the *Army and Navy Medical Schools* have been here located. The Alumni of this School are largely represented in all public services, and have been highly successful in passing the rigid examinations given by them. Ten per cent of the total number of the regular medical corps of the United States Army are graduates of this School.

*Aside from the special advantages offered for the study of medicine, the cosmopolitan character of the city of Washington, its climate (not excessively cold in winter), its beauty, and its interests, which, as it is seat of the General Government, are broad and national, make it an ideal place for a medical student to pass his four years of study.*

#### ADMISSION

The requirements for admission to the Medical School are as follows:

Candidates for matriculation must present creditable certificates of good moral character from two physicians in good standing.

The educational requirements for admission are:

A. The minimum requirements for admission are fifteen units of secondary school work and two years of college work made up as follows:

#### SECONDARY SCHOOL UNITS

Credit may be granted for the subjects shown in the following list and for any other subjects counted by a standard accredited

high school as a part of the requirements for its diploma, provided that at least eleven units must be offered in Groups I-V:

Subjects	Units*	Required
Group I, English—		
Literature and composition.....	3-4	3
Group II, Foreign Languages—		
Latin .....	1-4	2†
Greek .....	1-3	
French or German.....	1-4	
Other foreign languages.....	1-4	
Group III, Mathematics—		
Elementary algebra.....	1	1
Advanced algebra.....	½-1	
Plane geometry.....	1	1
Solid geometry.....	½	
Trigonometry .....	½	
Group IV, History—		
Ancient history.....	½-1	1
Medieval and modern history.....	½-1	
English history.....	½-1	
American history.....	½-1	
Civil government.....	½-1	
Group V, Science—		
Botany .....	½-1	
Zoology .....	½-1	
Chemistry .....	1	
Physics .....	1	
Physiography .....	½-1	
Physiology .....	½-1	
Astronomy .....	½	
Geology .....	½-1	

\* A unit is the credit value of at least thirty-six weeks' work of four or five recitation periods per week, each period to be not less than 45 minutes. A point is a subject pursued through one-half the above time. Two points may be considered the equivalent of one unit.

† Both of the required units of foreign language must be of the same language, but the two units may be presented in any one of the language specified.



<i>Subjects</i>	<i>Units</i>	<i>Required</i>
Group VI, Miscellaneous—		
Agriculture .....	1-2	
Bookkeeping .....	$\frac{1}{2}$ -1	
Business law .....	$\frac{1}{2}$	
Commercial geography .....	$\frac{1}{2}$ -1	
Domestic science .....	1-2	
Drawing, freehand and mechanical.....	$\frac{1}{2}$ -2	
Economics and economic history.....	$\frac{1}{2}$ -1	
Manual training .....	1-2	
Music: Appreciation and harmony.....	1-2	

## COLLEGE WORK

	SEMESTER HOURS REQUIRED:
Chemistry .....	*8
Physics .....	8
Biology .....	8
English .....	6
Electives .....	30

*Chemistry.*—The eight semester hours required must be in general inorganic chemistry and include four semester hours of laboratory work. Qualitative analysis may be counted as general inorganic chemistry. The remaining four semester hours required after January 1, 1920, shall consist of work in organic chemistry.

*Physics.*—The eight semester hours required must include at least two semester hours in laboratory work. It is urged that this course be preceded by a course in trigonometry.

*Biology.*—Eight semester hours required, of which four must consist of laboratory work. This requirement may be satisfied by a course of eight semester hours in either general biology or zoology or by a course of four semester hours each in zoology and botany, but not by botany alone.

*English Composition and Literature.*—The usual introductory college course of six semester hours, or its equivalent, is required.

*Electives.*—It is recommended that the thirty semester hours required include a modern foreign language, comparative vertebrate anatomy, social science and psychology.

\* 12 semester hours in Chemistry required after January 1, 1920.

A semester hour is the credit value of one-half year's work consisting of one lecture or recitation period per week, each period to be not less than fifty minutes net; at least two hours of laboratory work to be considered as the equivalent of one lecture or recitation period; and the year to be not less than thirty-three weeks of actual work.

B. A Bachelor's degree from an approved college or University, provided the holder of such degree presents satisfactory credentials, covering college work in chemistry, physics, biology and English as outlined in the preceding paragraphs.

An examination is given by the University in the latter part of May and September of each year to students who are deficient in whole or part of the subjects required for entrance to the Pre-medical Course. Candidates desiring examination must submit an application for the examination and submit certificates of character to the Dean before the first of the month in which they desire to be examined.

Certificates from reputable instructors recognized by the State Board of Medical Examiners duly authorized by law or by the Superintendent of public instruction in States having no examining board may be accepted in lieu of any part of the examination.

The laws relating to the preliminary educational qualifications required of physicians differ in many of the states and candidates are advised that if they meet the premedical and other requirements of this school they will be able to comply with these legal demands of all state examining boards in the United States. Any standard lower than that of this institution will not meet the requirements of all the states in the Union.

Courses are offered by the University to meet the requirement in two years of college work necessary to enter the freshman class of Medicine.

#### SPECIAL COURSE FOR ADMISSION TO THE MEDICAL SCHOOL

##### *First Year*

	SEMESTER HOURS
*Chemistry 1 and 2 .....	10
Zoology 1 .....	6
English 1 or 2 .....	6
Electives, (including preferably French or German) ..	8
Total .....	30

\* Twelve semester hours required after January 1, 1920.



## PROFESSIONAL DEPARTMENTS

*Second Year*

	SEMESTER HOURS
Physics 3 and 2 .....	10
Zoology 2 .....	6
Electives (preferably Psychology, Mathematics and Chemistry) .....	14
Total .....	30

Courses and Degrees offered by the University in addition to or in continuation with the course for the degree of Doctor of Medicine.

The University offers a six-year combination course, by which a student may obtain the degree of Bachelor of Science in Medicine and Doctor of Medicine.

## Admission to Columbian College

Applicants for admission to the Freshman Class in Columbian College for the combined courses leading to the degrees of Bachelor of Arts or Bachelor of Science in Medicine and Doctor of Medicine must meet the general admission requirements of fifteen units. A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. The fifteen units of the entrance requirements must include English, 3 units; Mathematics,  $2\frac{1}{2}$  units, and one of the following languages: Latin, Greek, French, German, or Spanish 2 units. The remainder of the requirement is elective and may be satisfied in general by any accredited secondary school subjects.

SIX YEAR COURSE FOR THE DEGREES OF BACHELOR  
OF SCIENCE IN MEDICINE AND DOCTOR OF

## MEDICINE

Regular students in this course will complete in two years the prescribed work in college, at least twelve semester hours of which must be taken in Columbian College, and the four-year course in the Medical School. On the completion of this six-year course, the student will receive at the same time the degrees of

Bachelor of Science in Medicine and Doctor of Medicine. The curriculum for the combined six-year course is as follows:

a. *Columbian College*

*Freshman Year*

	SEMESTER HOURS
Chemistry 1 and 2 .....	10
English 1 or 2 .....	6
French or German .....	6
Mathematics .....	6
Zoology 1 .....	6
	<hr/>
	34

*Sophomore Year*

	SEMESTER HOURS
Chemistry 7 and 23 .....	8
French or German .....	6
Philosophy including Psychology .....	6
Physics 3 and 2 .....	10
Zoology 2 .....	6
	<hr/>
	36

b. *Medical School*

The four-year course for the degree of Doctor of Medicine.

SEVEN-YEAR COURSE FOR THE DEGREES OF BACHELOR  
OF ARTS AND DOCTOR OF MEDICINE

Regular students in this course will complete at least 90 semester-hours as prescribed in *Columbian College* and the first year course in the *Medical School*. On completion of the prescribed 90 semester hours of college work and the first year of the regular course in *Medicine*, the student will receive the degree of *Bachelor of Arts*.



## PROFESSIONAL DEPARTMENTS

The hours of prescribed work, at least 12 semester hours of which must be taken in Columbian College, are as follows:

Columbian College:

SUBJECT	SEMESTER HOURS
Zoology, 1, 2 .....	12
Chemistry 1, 2, 7, 23 .....	18
English .....	6
French and German .....	18
History .....	6
Mathematics .....	6
Physics 3 and 2 .....	10
Philosophy .....	6
Electives (including not to exceed 30 semester-hours in Medicine) .....	38

## ADMISSION OF STUDENTS FROM OTHER SCHOOLS

Students who have attended one or more terms at any other medical college in good standing, and who have the necessary preliminary educational requirements, may be admitted to advanced standing upon passing the examination required of students for the stage at which they propose to enter, or upon presenting certificates of examination covering courses equal to those in this School.

Students who have been in attendance upon an Arts course in other accredited colleges or universities may be admitted to advanced standing in any of the premedical courses offered by the University upon examination or upon presentation of properly certified evidence of satisfactory completion of work for which credit is asked.

Students, approved by the Dean, not candidates for the degree of Doctor of Medicine, may be admitted as special students to any of the courses, provided they have the educational attainments which will enable them to pursue properly the studies they elect.

## ACADEMIC YEAR

The *Academic Year* begins on the last Wednesday in September. It is divided into two half-years of four months each.

The term of study for the degree of Doctor of Medicine consists of four years of thirty-two weeks each, exclusive of vacations and holidays. The next session, the ninety-seventh, begins September 24, 1919, and ends June 2, 1920.

Students must register promptly at the beginning of the session, in order that their time of study shall count as a full year.

## SYSTEM OF INSTRUCTION

Instruction is carried on by laboratory work, lectures, recitations, bedside instruction, and hospital and dispensary clinics. Particular stress is laid upon laboratory work and clinical teaching. The clinical material of the University Hospital and Dispensary is utilized to the fullest extent, as the Hospital, the Dispensary, and the Medical School are under the same control. Additional clinics are given in other hospitals in the city to which members of the faculty are attached.

While the greatest stress is laid upon laboratory work and clinical teaching, it is recognized that the facts so obtained must be correlated and shown in their due relation to each other and to the science of medicine. To this end didactic lectures are maintained in certain branches, as they have been found necessary to give a systematic and comprehensive idea of the larger subjects in medicine. These lectures are followed by systematic and thorough quizzes, so that it may be certain that the students properly and thoroughly grasp the ideas presented by the lecturers.

The recitation and quiz work is made so complete that students do not need to employ private quizmasters.

The object sought throughout the courses is to ground thoroughly the students in the knowledge which is necessary to a practitioner of medicine. No particular attempt is made to graduate specialists in any subject. It is believed that the four years allowed are no more than sufficient time for the adequate preparation of the general practitioner.

*The policy adopted by the School is to give a comprehensive, well graded and well-proportioned course—one that will adequately prepare the graduate to practice general medicine and meet the requirements of State Boards.*



## PROFESSIONAL DEPARTMENTS

## ORDER OF INSTRUCTION

The subjects studied in each year are shown in the following table. Major subjects are in italics:

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
<i>Anatomy.</i> <i>Histology.</i> <i>Embryology.</i> <i>Physiology.</i> <i>Chemistry.</i> Ethics.	<i>Anatomy.</i> <i>Physiological</i> <i>Chemistry.</i> <i>Pathology.</i> <i>Bacteriology.</i> <i>Materia Medica.</i> <i>Pharmacology.</i> <i>Minor Surgery.</i> Physical Diagnosis. Pathological Physiology. Hygiene. Psychology.	<i>Medicine.</i> <i>Surgery.</i> Fractures and Dislocations. Clinical Microscopy. <i>Obstetrics.</i> <i>Therapeutics.</i> Roentgenology. Radiotherapy. <i>Gynecology.</i> Medical Jurisprudence Clinical Chemistry. Dietetics. Tropical Medicine <i>Clinics.</i>	<i>Medicine.</i> <i>Surgery.</i> Orthopædics Genito-Urinary Diseases. Operative Surgery. Military Surgery and Sanitation. <i>Obstetrics.</i> <i>Gynecology.</i> Laryngology and Otology. Ophthalmology Dermatology. Psychiatry. Pediatrics. Neurology. Ethics. <i>Clinics.</i>

The *clinics* above listed comprise the medical, surgical, and other clines given in the third and fourth years, and are as hereafter noted under the announcements of the different clinical subjects.

## OUTLINE OF CURRICULUM

Hours of Required Work in each subject  
(On the basis of 32 actual weeks in each year)

SUBJECT	YEARS	HOURS	
		Totals*† Didac- tic, Lab. and Clinical	Didactic not to exceed
Anatomy .....	I	440	90
Anatomy .....	II	210	30
Histology and Embryology .....	I	— 650	— 120
		267	60
Chemistry .....	I	— 267	— 60
		308	90
Chemistry .....	II	100	30
		— 408	— 120
Physiology .....	I	184	72
		68	32
Physiology .....	II	— 252	— 104
		32	32
Psychology .....	II	— 32	— 32
		126	30
Bacteriology .....	II	282	60
		— 408	— 90
Hygiene .....	II	32	32
		— 32	— 32
Dietetics .....	III	24	24
		— 24	— 24
Pharmacology .....	II	160	28
		48	48
Materia Medica .....	II	— 208	— 76
		64	64
Therapeutics .....	III	8	8
		— 72	— 72
Radiotherapy .....	III	144	48
		— 144	— 48
Gynecology .....	III and IV	192	64
		— 192	— 64
Obstetrics .....	III and IV	— 192	— 64

\* The number of hours represents the amount of time each student devotes to the course. In addition to the hours scheduled in the third and fourth years, each student is required to do satisfactorily considerable practical work; he is assigned to cases in the University and Garfield Hospitals, is required to assist at operations, to attend cases of labor, administer anaesthetics, attend autopsies, and to take the history of cases. Fully 120 hours annually are required to do this unscheduled work.

† Subject to variation.



## PROFESSIONAL DEPARTMENTS

SUBJECT	YEARS	HOURS (continued)	
		Totals Didactic, Lab. and Clinical	Didactic not to exceed
Medicine .....	II, III, IV		
General Medicine .....		608	200
Clinical Microscopy .....		48	16
Physical Diagnosis .....		80	40
Tropical Diseases .....		12	12
Dermatology .....		48	12
Pediatrics .....		120	18
Neurology .....		64	24
Psychiatry .....		42	12
Medical Jurisprudence .....		30	30
Clinical Chemistry .....		48	12
		— 1098	— 376
Surgery .....	II, III, IV		
General Surgery .....		540	144
Minor Surgery .....		40	20
Radiography .....		16	0
Fractures, etc. ....		16	16
Military Surgery and Sanitation .....		16	16
Ophthalmology .....		64	16
Otology and Laryngology ..		60	24
Genito-Urinary Surgery ....		48	16
Orthopedics .....		48	16
		— 848	— 268
Grand totals .....		4635	1488

## ANATOMY

CARL LAWRENCE DAVIS, M.D. ....	Professor
JOHN KONSTANTIN BUTKIEWICZ, D.D.S. ....	Professor of Histology
WILLIAM BINFORD KING .....	Instructor
RALPH COHEN, M.D. ....	Instructor
GEORGE HENRY RAWSON, M.D., .....	Instructor

The instruction in the various anatomical sciences—gross human anatomy, neurology, embryology and histology—is carried on by the Division of Anatomy of which the Professor of Anatomy is the head.

This insures complete correlation of the various anatomical branches and adequate instruction in each.

During the first year the course in Gross Anatomy is given mainly by practical laboratory work.

The greater portion of the course is given during the first year thus enabling the student to apply his early knowledge of Anatomy to his other branches of study. Each student is required to dissect satisfactorily the lateral half of a cadaver. The dissecting room work is supplemented by demonstration, recitation and lectures illustrated by lantern slides, models, diagrams and special dissections. The systematic study of the gross and minute anatomy of the central nervous system and organs of special sense is pursued by means of lectures, recitations, and laboratory work.

In the second year a course in applied anatomy is given, in which recitations and laboratory demonstrations, and special dissections are used to familiarize the student thoroughly with the subjects.

Throughout the course every opportunity is taken to emphasize the application of anatomy to the practice of medicine in all its departments.

SUBJECT	YEARS	HOURS	
		Totals Didactic and Lab.	Didactic not to exceed
Anatomy .....	I	440	90
Anatomy .....	II	210	30
		— 650	— 120

In Histology instruction is given in the care and use of the microscope and in the preparation of tissues (fixing, blocking, cutting, staining, etc.) for microscopical examination, and a systematic study is made of the minute structure of the tissues and organs of the body, the laboratory work being supplemented by lectures, recitations and stereopticon demonstrations.

The course in Embryology is devoted to the study of marine material, showing maturation, impregnation, segmentation, etc., and to series of chick and mammalian embryos, special stress being laid upon the development of the foetal membranes and organs. Lectures, recitations and demonstrations with laboratory models are also given.

SUBJECT	YEAR	HOURS	
		Totals Didactic and Lab.	Didactic not to exceed
Histology and Embryology ...	I	267	60
		— 267	— 60



## PHYSIOLOGY

SHEPHERD IVORY FRANZ, Ph.D., LL.D., M.D.....Professor  
 WILLIAM HENRY SCHULTZ, Ph.B., Ph.D.,  
 Professor of Pharmacology and Associate in Physiology  
 HENRY RANDALL ELLIOTT, M.D.....Associate

The course in physiology consists of lectures, recitations, demonstrations, laboratory exercises and conferences during the first and second years. It begins in the second-half of the first year, so that the student is early in his course in medicine introduced to the functional viewpoint. The functions of the nervous system and special senses, of the blood, of the heart and circulatory system, of glands, of the digestive system, of the respiratory system, and of reproduction are considered by means of lectures and recitations, and, as far as practicable, experimentally. In the laboratory each student performs the main experiments illustrating the facts regarding bodily function, and demonstration experiments are given to those functions which are too complex for the student to perform himself. In this laboratory work each student is required to keep records of his experiments, and each experiment is supervised and the record criticized and checked by one of the instructors before the student leaves the laboratory for the day. The class is divided into sections for oral recitations, which are supplemented by written recitations.

After the completion of the work in normal physiology, in the second year a series of laboratory exercises on the physiological action of drugs is given (see the announcement under Department of Pharmacology,) and in conjunction with that laboratory work lectures are given and recitations are held in which the functional disturbances in disease are considered. In this course special attention is given to the abnormalities of action of the heart and circulatory system, to the mechanical disturbances in respiration, and to the disturbances of the nervous system and the special senses. By this course it is intended to bring the course in normal physiology into closer relations with the succeeding courses in Pathology, Therapeutics and General Medicine.

The course in psychology aims to give, by lectures and conferences, the main facts regarding mental processes, and to develop the psychological aspect of medicine, upon which so much emphasis has recently been laid. The course is primarily medical in its treatment and thus deals with pathological as well as

normal mental phenomena, but without encroaching upon the courses in Psychiatry and Neurology.

SUBJECT	YEARS	HOURS	
		Totals Didactic and Lab.	Didactic not to exceed
Physiology .....	I	184	72
Physiology .....	II..	68	32
Psychology .....		— 252	— 104
		32	32

CHEMISTRY

FRANK ADELBERT HORNADAY, S.B., M.D.....Professor  
JOSEPH HYRAM ROE, A.B., A.M.....Associate Professor

*Inorganic Chemistry.*—A series of recitations, in which the subject is reviewed and its relation to medicine emphasized.

*Qualitative Analysis.*—A laboratory course on methods of separating and identifying the commoner metallic elements and acid radicals and the application of such methods in medicine.

*Organic Chemistry.*—A series of lectures, laboratory work, and recitations on the acyclic and cyclic hydrocarbons and their derivatives, with special reference to physiology and medicine.

*Physiological Chemistry.*—A series of lectures, recitations and laboratory work on food stuffs, including carbohydrates, proteins and fats, their properties, reactions, digestion, absorption and assimilation. Careful consideration is given to enzymes and to the various secretions of the body.

*Clinical Chemistry.*—A thorough course is given in which material from the University Hospital and Dispensary is utilized to show the practical application of this subject in medicine.

SUBJECT	YEARS	HOURS	
		Totals Didactic and Lab.	Didactic not to exceed
Chemistry .....			
Inorganic Review	I	258	90
Qualitative Analysis }			
Organic			
Physiological.....	I, II	150	30
		— 408	— 120
*Clinical Chemistry.....	III	48	12

\* See also announcement under Medicine



## PHARMACOLOGY AND MATERIA MEDICA

WILLIAM HENRY SCHULTZ, Ph.B., Ph.D. ....	Professor
.....	Instructor
.....	Assistant
.....	Assistant

1. *Pharmacology*.—Materia Medica and Prescription Writing Required of all Second year medical students, last 8 weeks of the first semester.

This course is a prerequisite to all other courses in Pharmacology. Special emphasis is laid upon laboratory methods of observation and of intelligent note-taking. The essentials of prescription writing are taught and the student is introduced to the official pharmacopoeal preparations. Enough pharmacy is introduced to teach the student to use the Pharmacopoea intelligently, and to emphasize the importance of the term "Official Preparation." Much interesting didactic material is furnished for the class conferences, at which time the type preparations made by the class are demonstrated and discussed.

2. *Systematic Pharmacology*. Required of all second year medical students. Five hours a week during the second semester.

The subject-matter of this course is essentially that outlined in Cushny's Text-Book of Pharmacology, supplemented by a consideration of those newer and "non-official" remedies that have acquired pharmacological interest. Special care is taken to adapt the material to the practical needs of the medical student. Emphasis, however, is laid upon the pharmacological action of drugs as a pure science in order that a critical attitude toward drugs may be instilled. Experience has demonstrated that this develops originality in prescription writing based upon a knowledge of pharmacology. The subject of incompatibilities is taught by compounding type prescriptions compiled from the medical literature and discussion in class conferences.

The last part of the course introduces the student to the method of applying his previous chemical and physiological information by testing for drugs and their derivatives excreted from the body. This lays a foundation for the more technical information relating to the absorption, excretion, and fate of drugs in the tissues.

3. *Pharmacodynamics*.—Second semester. Required of all second year medical students. Prerequisite pharmacology 1.

This course runs parallel with pharmacology 2. Being a laboratory course it furnishes much didactic material used in the class conferences and lectures of pharmacology No. 2.

The laboratory practice begins with simple experiments on absorption, excretion and local action of drugs, followed by experiments upon frogs, turtles and lower mammals. As the student's ability in handling biological material develops, experiments involving the more difficult technic of pharmacological experimentation are introduced.

Special emphasis is laid upon the student's ability to secure results and to record and analyze his curves and records. Special conferences are held periodically in which the results and records are discussed and the work of the class as a whole is properly coordinated.

4. *Special Pharmacodynamics and Toxicology.*—(Credit according to work done.)

This course is open to advance students and special workers who desire training in toxicology and methods of biological assay.

5. *Research in Pharmacology and Chemo-Therapy.*

The Cooper Research Laboratory of Pharmacology offers excellent opportunities for advanced scientific work along special lines. This laboratory is provided with special apparatus and a well-equipped machine shop. The University Hospital and Dispensary are at the laboratory's disposal.

#### THERAPEUTICS

BUCKNER MAGILL RANDOLPH, M.D.....Professor  
WALTER HIBBARD MERRILL, M.D.....Instructor

(1) Systematic lectures and recitations on the physiological action of drugs and other remedial agents, their therapeutic use in disease; their modes of administration; and a review of their toxicology. (2) A review of the principles of prescription writing, with practical exercises by students in writing prescriptions in the metric system. (3) Lectures in applied therapeutics, devoted to the study of the application of remedial measures to morbid physiological and pathological states, as they occur clinically. (4) Lectures and section demonstrations in electrotherapeutics and Roentgen therapy.

SUBJECT	YEARS	HOURS	
		Totals Didactic and Lab.	Didactic not to exceed
Pharmacology .....	II	170	28
Materia Medica and Toxicology .....	II	48	48
Therapeutics .....	III	64	64
Radiotherapy .....	III	8	8
		—290	—148



## PROFESSIONAL DEPARTMENTS

## DIETETICS

FRANK ADELBERT HORNADAY, S.B., M.D. .... Professor

A course of lectures on the physiology of nutrition and principles of feeding in health and disease.

SUBJECT	YEARS	HOURS	
		Didactic Totals and Lab.	not to Didactic exceed
Dietetics .....	III	24	24

## BACTERIOLOGY AND PATHOLOGY

OSCAR BENWOOD HUNTER, A.M., M.D. .... Professor  
TOMAS CAJIGAS, M.D. .... Associate Professor  
WILLIAM BROWN CARR, M.D. .... Instructor in Morbid Anatomy

## BACTERIOLOGY

The didactic portion of the course in Bacteriology consists of a series of about thirty formal lectures in which the entire field of bacteriology including immunology in its application to human medicine and welfare is considered. The first few lectures are necessarily limited to the consideration of the general principles of the science after which the pathogenic microorganisms are discussed in a systematic sequence, with the theories of immunity treated of in appropriate places.

In the laboratory portion of the course which occupies about three-quarters of the total time devoted to the subject the students first prepare all the standard culture media and learn the general principles of bacteriologic technic from the study of about a dozen typical, widely different non-pathogenic organisms. Subsequently twenty-five to thirty pathogenic bacteria are carefully examined by microscopic, cultural and serologic methods. The students prepare as far as practicable such special media as are needed for this latter work. In addition to this systematic examination of characteristic organisms the students test the efficiency of the commonly employed germicides, prepare a vaccine, and in groups prepare agglutinating, hemolytic and other immune serums and use these as commonly employed in diagnosis. In connection with the preparation of culture media the principles of sterilization are covered. In the microscopic examination of bacteria the students are trained in the use of the high powers of the microscope, in the use of dark ground illumination, and are taught to make microscopic measurements.

During the course where occasion arises in connection with special

cases of interest in the University Hospital or elsewhere unusual infections or rarely occurring processes of diagnosis, etc., are demonstrated. The routine bacteriologic and serologic work of the Hospital is done in the same laboratory where the students are working so that they have ample opportunity to observe the practical application of bacteriology.

### PATHOLOGY

In Pathology, the division of the course into laboratory and lecture teaching is followed, the amount of time devoted to each being about twice the corresponding time in Bacteriology. General pathology covering inflammation, repair, degenerations, the effects of plant (including bacteria) and animal parasites on the body, the effects of chemical and physical agents, the formation of new growths, etc., is first considered. This is followed by the special pathology of the organs and of the specific diseases.

The laboratory work consists primarily in the histologic study of diseased tissues and neoplasms. About two hundred sections are stained and mounted by each student and become his individual property. These sections are carefully examined and studied by the student who makes colored pencil drawings of the characteristic lesions shown by them.

The microscopic study is supplemented by that of post-mortem material and that from the operating room and by specimens in the museum thus affording a knowledge of gross morbid anatomy.

Varying in number with the extent of material afforded, students have the opportunity of training in the details of post-mortem technic from the autopsy through the preparation, sectioning, and staining of the tissues to be studied, to their final diagnosis and report.

### CLINICAL MICROSCOPY

In the course in Clinical Microscopy the student is trained in the counting of the red and the white blood cells, in the various methods of hemoglobin estimation, in differential leucocyte counting, in the study of malarial parasites, and such other parasites of the blood as opportunity affords, in the estimation of the coagulation time of the blood, etc., in the microscopic study of the sediments in normal and pathologic urines, in the microscopic examination of stomach contents, of the feces, including a detailed study of animal parasites and their eggs, in the microscopic examination of sputum, of spinal fluids, pleural exudates, etc., as



material and opportunities afford. The significance and value of these findings as applied to pathology and diagnosis are considered.

SUBJECT	YEARS	HOURS	
		Totals Didactic and Lab.	Didactic not to exceed
Bacteriology .....	II	126	30
Pathology .....	II	282	60
		— 408	— 90
§Clinical Microscopy .....		48	16

#### MEDICINE

STERLING RUFFIN, M.D. .... Professor  
GEORGE NICHOLAS ACKER, A.M., M.D.,

Professor of Pediatrics and Clinical Professor of Medicine

THOMAS ASH CLAYTOR, M.D. .... Clinical Professor of Medicine

RANDOLPH BRYAN CARMICHAEL, M.D. .... Professor of Dermatology

WILLIAM ALANSON WHITE, M.D.,

Professor of Psychiatry and Clinical Professor of Neurology

\*EDWARD RHODES STITT, A.B., M.D. Professor of Tropical Medicine

\*MONTGOMERY EARL HIGGINS, M.D. Professor of Tropical Medicine

EDGAR SNOWDEN, M.D. .... Professor of Hygiene

HARRY S. BERNTON, M.D. .... Professor of Medical Jurisprudence

FRANK LEECH, M.D. .... Clinical Professor of Medicine

JOHN BENJAMIN NICHOLS, M.D. .... Associate in Medicine

FRANK ADELBERT HORNADAY, S.B., M.D. .... Professor of Dietetics

EDGAR PASQUAL COPELAND, M.D. .... Associate in Pediatrics

HARRY HAMPTON DONNALLY, A.M., M.D.,

Clinical Associate in Pediatrics

\*WILLIAM CABELL MOORE, M.D. .... Associate in Medicine

CHARLES AUGUSTUS SIMPSON, M.D. .... Associate in Dermatology

COURSEN BAXTER CONKLIN, S.B., M.D. .... Associate in Medicine

CHARLES WHEATLEY, M.D. .... Clinical Associate in Pediatrics

CHARLES WILBUR HYDE, M.D.,

Associate in Medicine and Anaesthesia

WILLIAM JOHNSTON MALLORY, M.D. .... Associate in Medicine

THOMAS LINVILLE, M.D. .... Clinical Associate in Medicine

EVERETT MUNROE ELLISON, A.M., M.D. .... Clinical Associate

ELIJAH WHITE TITUS, Ph.D., M.D. .... Instructor in Pediatrics

ROBERT READ RAFTER, M.D. .... Instructor in Medicine

ROBERT SAMUEL TRIMBLE, M.D. .... Clinical Instructor in Medicine

§ See also announcement under Medicine.

\*WILLIAM HOUSTON LITTLEPAGE, M.D.,

Clinical Instructor in Medicine

JAMES CHARLES HASSALL, M.D.,

Clinical Associate in Psychiatry and Clinical Neurology

MARY O'MALLEY, M.D.,

Clinical Instructor in Psychiatry and Neurology

WILLIAM DAVID TEWKSBURY, M.D.,

Clinical Instructor in Medicine

CARROL E. BINGMAN, M.D.....Clinical Instructor in Medicine

CHARLES D. EASTON, M.D.....Clinical Instructor in Pediatrics

Instruction in Medicine is so given as to conform to the most modern requirements. The work begins in the second year with a complete course in history-taking and normal physical diagnosis, and is continued through the third and fourth years. During the later two years the course consists of lectures, recitations, a study of case histories, clinical conferences, and practical work in the clinical laboratory and at the bedside. The work is made as practical as possible.

The third-year class is divided into small sections, which are required to attend the daily dispensary service in the University Hospital, where they are drilled especially in history-taking and in the technique of practical physical diagnosis.

The fourth-year class is similarly divided into small sections, and these are required to attend the daily ward clinics in the University Hospital and ward clinics in the Garfield Memorial Hospital, Children's Hospital, and the Tuberculosis Hospital of the District of Columbia.

The system of ward clinics to small groups of students affords a most effective method of studying disease and gives to every student an opportunity of following a large assortment of diseases from their commencement to the termination of their illness; in no other way is it possible to get a more practical knowledge of the methods of studying disease or a more intimate knowledge of disease itself.

Every patient in the medical wards of the University Hospital is assigned to one, or at most two, senior students, who are required (under proper supervision) to take the history, to make and record a complete physical examination, to determine after due study the nature of the illness (diagnosis), to outline a plan of treatment, and to make daily notes of the progress of the case.

A weekly amphitheater clinic is given to third-year students in a body and a similar clinic to the fourth-year class. A series

\* Absent on Military Service.



of special neurological clinics is provided for the senior class at the Saint Elizabeth's Hospital, where there is a great wealth of material (see announcement of Psychiatry and Clinical Neurology.)

SUBJECT	YEARS	HOURS	
		Totals Didactic and Lab. Clinical	Didactic not to exceed
Medicine .....	II, III, IV		
General Medicine.....		606	200
*Clinical Microscopy.....		48	16
†Clinical Chemistry.....		48	12
Physical Diagnosis.....		80	40
Tropical Diseases.....		12	12
Dermatology .....		48	12
Pediatrics .....		120	18
Neurology .....		64	24
Psychiatry .....		42	12
Medical Jurisprudence.....		30	30
		— 1098	— 376

#### TROPICAL MEDICINE

†EDWARD RHODES STITT, A.B., M.D.,

Read Admiral U. S. N., Professor

†MONTGOMERY EARL HIGGINS, M.D.,

Lieutenant Commander, Medical Corps, U. S. N., Professor  
GLENMORE FORD CLARK, M.D.,

Lieutenant Commander, Medical Corps, U. S. M., Associate  
WILLIAM BRAWNER HATFIELD, A.B., M.D.,

Lieutenant Commander, Medical Corps, U. S. N., Associate

The course in tropical diseases is similar to that given in the Army and Navy Medical Schools, and consists of didactic lectures, quizzes, and laboratory instruction, with particular reference to the parasitic, protozoal diseases common in the tropics and in the southern part of the United States.

#### PSYCHIATRY AND CLINICAL NEUROLOGY

WILLIAM ALANSON WHITE, M.D., Superintendent of

Saint Elizabeth's Hospital.....Professor

JAMES CHARLES HASSALL, M.D.....Clinical Associate

MARY O'MALLEY, M.D.....Instructor

\* See also announcement under Bacteriology and Pathology.

† See also announcement under Chemistry.

‡ Absent on Military Service.

A series of lectures and clinics is given upon the subject of the psychoses in its various forms.

These clinics are given at Saint Elizabeth's Hospital which, with its more than three thousand beds, affords one of the largest clinics in this country.

Students are taught in the same classes with students of the Army and Navy Medical Schools.

#### PEDIATRICS

GEORGE NICHOLAS ACKER, A.M., M.D.....Professor  
EDGAR PASQUAL COPELAND, M.D.....Associate  
HARRY HAMPTON DONNALLY, M.D.....Clinical Associate  
CHARLES WHEATLEY, M.D.....Clinical Associate  
CHARLES D. EASTON, M.D.....Clinical Instructor in Pediatrics

Didactic and clinical lectures, bedside and dispensary clinics are given upon diseases of infants and children and the importance of the proper management of these diseases by diet and hygiene.

The children's clinic, at the Children's Hospital, affords ample material for practical teaching in this branch.

#### PHYSICAL DIAGNOSIS

\*WILLIAM CABELL MOORE, M.D.....Associate  
J. LAWN THOMPSON, A.M., M.D.....Associate  
THOMAS LINVILLE, M.D.....Clinical Associate  
FRANK ADELEERT HORNADAY, S.B., M.D.....Instructor

Instruction is given in the principles and methods of physical examination by means of recitations, section work or normal subjects, and with clinical cases which typically represent disease conditions.

#### DERMATOLOGY

RANDOLPH BRYAN CARMICHAEL, M.D.....Professor  
CHARLES AUGUSTUS SIMPSON, M.D.....Associate

The lectures in this course will be principally clinical, supplemented by didactic lectures, illustrated by diagrams, models, and photographic illustrations of disease from life.

#### MEDICAL JURISPRUDENCE

HARRY S. BERTON, M.D.....Professor

This course is designed to familiarize students with the rights and obligations of physicians, both legal and ethical, and to qualify them to apply the facts of medical science to the solution of problems in law.

\* Absent on Military Service.



## SURGERY

WILLIAM CLINE BORDEN, M.D.....Professor  
 CHARLES WILLIAM RICHARDSON, M.D.,

Professor of Laryngology and Otology

AURELIUS RIVES SHANDS, M.D.,

Clinical Professor of Orthopedic Surgery

FRANCIS RANDALL HAGNER, M. D.,

Professor of Genito-Urinary Diseases and Venereal Diseases

\*LUTHER HALSEY REICHELDERFER, M.D.....Clinical Professor

LOUIS ANATOLE LA GARDE, M.D.,

Professor of Military Surgery and Sanitation

OSCAR ADDISON MACK McKIMMIE, M.D.,

Clinical Professor of Laryngology and Otology

THOMAS CHARLES MARTIN, M.D.....Professor of Proctology

CURTIS LEE HALL, M.D.....Professor of Orthopedic Surgery

\*HARRY HYLAND KERR, M.D.....Clinical Professor

WILLIAM PINKEY REEVES, M.D.....Clinical Professor

WILLIAM THORNWALL DAVIS, M.D....Professor of Ophthalmology

CHARLES STANLEY WHITE, M.D.....Associate Professor

DANIEL LEROY BORDEN, A.M., M.D.....Associate Professor

WILLIAM F. SOWERS, M.D.....Clinical Associate

TRUMAN ABBE, M.D.....Professor of Ophthalmology

JOSEPH DECATUR ROGERS, M.D.....Clinical Associate

EDWARD GRANT SEIBERT, M.D.,

Clinical Instructor in Ophthalmology

JOHN POTTS FILLEBROWN, M.D.....Clinical Instructor

EDMUND THOMAS MURDOUGH FRANKLIN, M.D...Clinical Instructor

ADAM KEMBLE, M.D.,

Clinical Instructor in Genito-Urinary Surgery

HOMER GIFFORD FULLER, M.D.,

Clinical Instructor in Genito-Urinary Surgery

CLINE N. CHIPMAN, M.D.....Instructor in Anaesthesia

\*ALBERT PERKINS TIBBETS, M.D.,

Clinical Instructor in Laryngology and Otology

WILLIAM HENRY HUNTINGTON, M.D.,

Clinical Instructor in Laryngology and Otology

HARRY SAMUEL LEWIS, M.D.....Clinical Instructor

JOHN HUNTER SELBY, M.D.....Instructor in Roentgenology

OLIVER CLEMENCE COX, M.D.....Instructor in Minor Surgery

WILLIAM BERRY MARBURY, M.D.....Instructor

SAMUEL BOYCE POLE, M.D.,

Clinical Instructor in Laryngology and Otology

\*Absent in Military Service.

GEORGE H. MORRIS, M.D.....Clinical Instructor

WILLIAM G. YOUNG, M.D.,

Clinical Instructor in Genito-Urinary Surgery

EARL GRIFFITH BREEDING, A.B., M.S., M.D.,

Clinical Instructor in Laryngology and Otology

CHARLES O. KNOTT, M.D.,...Instructor in Genito-Urinary Surgery

The principles of surgery are presented in a systematic course of lectures, so that the student may obtain a comprehensive and adequate concept of the science and art of surgery. These lectures are followed by recitations, so that the subject-matter may be thoroughly impressed upon the students. The special divisions of surgery are taught by associates and instructors who have made specialties of these branches. The clinical material in the University Hospital and Dispensary, being under the control of the Faculty, is directly used throughout the course to illustrate the subjects taught and to familiarize the students with actual clinical conditions.

Surgical technique is taught by instruction in the preparation of materials used in antiseptic and aseptic surgery, the preparation of the patient, and the sterilization of instruments. Practical instruction is given in the Hospital and Dispensary in the application of splints, bandages, and dressings used in the various surgical diseases and injuries. Thorough instruction and practical demonstrations are given in the administration of anaesthetics.

Clinical teaching is carried on in the University Hospital and Dispensary, and in other hospitals of the city to which members of the Faculty are attached. Amphitheater clinics are given, in which the general practice of surgical diagnosis and operative technique and therapeutic procedure are shown.

Ward clinics and bedside instruction are made a prominent part of the course. The classes are divided into sections, which are regularly assigned to clinical work in the University Hospital and Dispensary, and in other hospitals and dispensaries. Senior students are assigned in rotation to individual cases in the wards of the University Hospital.

Practical work is required of each student in the preparation of dressings and sterilization of instruments. Each student is required to give, under instruction, at least six anaesthesias and to assist in at least six operations.



Thorough courses are given in operative surgery and proctology.

SUBJECT	YEARS	HOURS	
		Totals Didactic and Lab.	Didactic not to exceed
Surgery.....	II, III, IV		
General Surgery.....		540	144
Minor Surgery.....		40	20
Radiography .....		16	0
Fractures, etc.....		16	16
Military Surgery & Sanitation		16	16
Ophthalmology .....		64	16
Laryngology and Otology....		60	24
Genito-Urinary Surgery.....		48	16
Orthopedics .....		48	16
		— 848	— 268

#### ORTHOPEDICS

CURTIS LEE HALL, M.D.....Professor  
 AURELIUS RIVES SHANDS, M.D.....Clinical Professor  
 THOMAS MADDEN FOLEY, M.D....Instructor in Orthopedic Surgery

A course of lectures and recitations on the pathology, etiology, course, termination, and treatment of chronic joint diseases, with clinical instruction in the application of special apparatus and of plaster of Paris to the correction of deformities.

#### GENITO-URINARY DISEASES

FRANCIS RANDALL HAGNER, M.D.....Professor  
 HOMER GIFFORD FULLER, M.D.....Clinical Instructor  
 ADAM KEMBLE, M.D.....Clinical Instructor  
 WILLIAM G. YOUNG, M.D.....Clinical Instructor  
 CHARLES O. KNOTT, M.D.....Clinical Instructor

A thorough course of instruction in genito-urinary diseases is given by lectures, recitations, section clinics, and bedside teaching.

#### MILITARY SURGERY AND SANITATION

LOUIS ANATOLE LA GARDE, M.D.....Professor

The treatment of gunshot wounds with special reference to civil practice is given in a course of lectures and demonstrations, fully illustrated by lantern slides, X-ray photographs, and actual speci-

mens from a collection made after years of study and experimentation.

The use of the new armaments in recent wars and the characteristic features of the wounds caused by them, as well as the treatment of gunshot wounds in peace and war are dealt with in about eight lectures.

There will be eight additional lectures on Military Surgery and Military Hygiene.

#### OPHTHALMOLOGY

WILLIAM THORNWALL DAVIS, M.D.....	Professor
DANIEL KERFOOT SHUTE, A.B., M.D.....	Clinical Professor
EDWARD GRANT SEIBERT, M.D.....	Clinical Instructor
EARL GRIFFITH BEEEDING, A.B., M.S., M.D....	Clinical Instructor

The course of lectures on this subject is to direct attention to the elementary principles of the subject. It is not intended to qualify the student as a specialist, but to give him a knowledge of what every general practitioner ought to know. The course is supplemented by clinical instruction.

#### LARYNGOLOGY AND OTOTOLOGY

CHARLES WILLIAMSON RICHARDSON, M.D.....	Professor
OSCAR ADDISON MACK MCKIMMIE, M.D.....	Clinical Professor
EDWARD GRANT SEIBERT, M.D.....	Instructor
*ALBERT PERKINS TIBBETS, A.B., M.D.....	Clinical Instructor
WILLIAM HENRY HUNTINGTON, M.D.....	Clinical Instructor
SAMUEL HARRISON GREENE, M.D.....	Clinical Instructor
SAMUEL BOYCE POLE, M.D.....	Clinical Instructor

The course comprises lectures and clinical instruction on diseases of the nasal passages, pharynx, larynx, and the ear. Practical demonstrations are given in the use of the laryngoscope and other instruments required in these special branches.

#### OBSTETRICS

HURON WILLIS LAWSON, S.M., M.D.....	Professor
WILLIAM SINCLAIR BOWEN, M.D.....	Clinical Professor
EDGAR SNOWDEN, M.D.....	Clinical Associate
HOWARD FRANCIS KANE, A.B., M.D.....	Instructor
CYRUS W. CULVER, M.D.....	Clinical Instructor

The course in obstetrics comprises lectures, recitations, laboratory demonstrations and clinical instruction and extends over the

\* Absent on Military Service.



third and fourth years. The lectures serve to outline the subject-matter and the recitations insure careful preparation on the part of the student. Special laboratory studies dealing with anatomy, embryology and pathology in relation to obstetrics are conducted in the different laboratories concerned. Models, manikins and cadavers are utilized in teaching the mechanism of labor and obstetrical operations. Clinical instruction is given to the classes in small sections at different hospitals and in the out-patient obstetrical service. Beginning about the middle of the third year the student is given practical instruction in making antepartum examinations and he also observes the management of labor cases. During the fourth year he conducts, under the supervision of a paid instructor, twelve labor cases in the large and well-organized out-patient maternity service and submits written reports upon the cases attended.

SUBJECT	YEARS	HOURS	
		Totals	Didactic
		Didactic and Clinical	not to exceed
Obstetrics.....	III and IV	192†	64

## GYNECOLOGY

JOHN WESLEY BOVÉE, M.D.....	Professor
ALBERT LIVINGSTON STAVELY, M.D.....	Clinical Professor
GIDEON BROWN MILLER, M.D.....	Clinical Professor
J. LEWIS RIGGLES, M.D.....	Associate
NELSON DUVAL BRECHT, M.D.....	Instructor
VIRGIL B. JACKSON, M. D.....	Clinical Instructor
ELIJAH WHITE TITUS, M.D.....	Clinical Instructor

Gynecology as taught in the third year comprises a course of lectures, text-book recitations and clinical instruction. In the fourth year individual students are assigned to cases in the wards of the University Hospital, and the class is taken in sections of one or two students each into the Gynecological Dispensaries for clinical instruction in examinations, diagnosis, and treatment. In larger sections the class attends amphitheater and ward clinics given by the Professor of Gynecology and his assistants.

SUBJECT	YEARS	HOURS	
		Totals	Didactic
		Didactic and Clinical	not to exceed
Gynecology.....	III and IV	144	48

† The total number of clinic hours cannot be given, as each student is required to attend twelve cases, exclusive of the demonstration work and Ward and Dispensary Clinics above enumerated.

### HYGIENE

EDGAR SNOWDEN, M.D.....Professor  
JAMES CHAMBERS PRYOR, A.M., M.D.....Professor

The course in Hygiene is given principally by recitation from a prescribed text-book. Consideration is given to domestic and municipal sanitation and to the principles underlying legislative control of public health.

SUBJECT	YEARS	HOURS	
		Totals	Didactic
		Didactic and Clinical	not to exceed
Hygiene .....	II	32	32

### ETHICS

The subject of ethics as given in the order of instruction will comprise didactic lectures on personal ethics in the first year and on medical ethics in the fourth year. Instruction will be given concerning personal hygiene, care of laboratory equipment, general conduct and adaptability for the profession.

### CLINICAL FACILITIES

The following hospitals are open to the students of this school for clinical study, and are extensively used for that purpose:

#### University Hospital and the University Dispensary

*H Street, between Thirteenth and Fourteenth Streets N. W. and adjacent to the Medical Building.*—The Hospital and Dispensary are part of the educational equipment of the University. They are integral parts of the Medical School, are entirely controlled by the Faculty of Medicine, and are used primarily in instructing the students in clinical work. The Dispensary has a large out-patient service in all departments, to which several thousand visits are made annually.

The staff is composed of members of the Faculty of Medicine.

#### Garfield Memorial Hospital

*Florida Avenue and Tenth Street N. W.*—This institution has 118 charity beds. Clinics are given regularly throughout the session by members of the Faculty connected with the visiting staff of the hospital.

Members of the Faculty on the visiting staff: Professors CLAYTOR, and LEECH, Clinical Medicine; Professors \*REICHELDERFER and \*KERR, and Dr. MARBURY, Clinical Surgery; Professors STAVELY and MILLER, Clinical Gynecology; Professor CAR-

\* Absent on Military Service.



MICHAEL, Clinical Dermatology; Professors SHUTE and BUTLER, Clinical Ophthalmology; Professor HAGNER, Clinical Genito-Urinary Surgery; Professor YARROW, Consulting Physician; Professor BOWEN, Clinical Obstetrics.

#### Children's Hospital

*W Street, between Twelfth and Thirteenth Streets N. W.*—Regular instruction is given in the medical and surgical wards by members of the Faculty on the visiting staff of the hospital. This institution has 100 charity beds. There is also a large out-patient department, to which students are regularly assigned for clinical instruction.

Members of the Faculty on the visiting staff: Professor YARROW, Consulting Physician, Professors \*REICHELDERFER, \*KERR and CHARLES S. WHITE, Clinical Surgery; Professors ACKER and LEECH and Drs. COPELAND and DONNALLY, Clinical Medicine; Dr. HALL, Orthopedic Surgery.

#### Emergency Hospital and Central Dispensary

*1711 New York Avenue.*—The hospital has 100 charity beds, and has a very large out-patient service. The large emergency service gives exceptional facilities in clinical surgery, particularly in fractures and dislocations which are taught in regular clinics by the instructor in this subject.

Members of the faculty on the visiting staff: Professor HAGNER, Clinical Genito-Urinary Diseases; Professors WHITE and CARR, and Drs. PRENTISS, JACKSON and LEWIS, Surgery; \*Dr. LITTLEPAGE, Clinical Medicine; Professor CARMICHAEL, Clinical Dermatology; Dr. MILLER, Clinical Gynecology; Professor SHANDS and Dr. FOLEY, Orthopedics; Professor SHUTE, Ophthalmology; Dr. ELLISON, Director of Clinics.

#### Columbian Hospital for Women

*Twenty-fifth Street and Pennsylvania Avenue N. W.*—This hospital has 40 charity beds for diseases peculiar to women, and 40 charity maternity beds. Both the obstetrical and the gynecological services are particularly good and are fully utilized for students.

Members of the Faculty on the visiting staff: Professors BOVEE and MILLER, and Drs. D. L. BORDEN, RIGGLES and SULLIVAN, Clinical Gynecology; Professors LAWSON and BOWEN and Drs. RIGGLES and SNOWDEN, Clinical Obstetrics, Professor SHUTE, Ophthalmology; Professor RUFFIN, Visiting Physician; Dr. ABBE, Surgery; Dr. COPELAND, Pediatrics.

\* Absent on Military Service.

**St. Elizabeth's Hospital**

This hospital is maintained by the United States Government. It has 4,000 beds. Clinical instruction in mental diseases is given by the superintendent of the hospital, Professor W. A. WHITE, and Drs. HASSALL and O'MALLEY. Other members of the Faculty on service at this hospital are Professor FRANZ; Professor SHUTE, Consulting Ophthalmologist; Professor RUFFIN, Consulting Physician.

**The Episcopal Eye, Ear, and Throat, and Nose Hospital**

*Fifteenth Street, between L and M Streets N. W.*—Excellent opportunities for clinical instruction in ophthalmology, otology, laryngology, and rhinology are offered by this hospital.

Members of the Faculty on its staff: Professor RICHARDSON, Clinical Otology and Laryngology; Professor McKIMMIE and Drs. \*HUNTINGTON and GREENE, Clinical Otology and Laryngology; Professor ACKER, Consulting Physician; Dr. SIMPSON, Dermatology.

**Lutheran Dispensary**

*Fourteenth and N Streets N. W.*—This dispensary affords good opportunities for clinical study of diseases of the eye, ear, throat, and nose.

Members of the Faculty on its staff; Professor BUTLER, Surgeon-in-Charge; Dr. SEIBERT, Ophthalmology; Professor ACKER, Consulting Physician.

**Casualty Hospital**

*Massachusetts Avenue N. E.*—Opportunities in emergency and dispensary work are offered by this institution.

Members of the Faculty on its staff: Professor ACKER, Consulting Physician; Professor REEVES and Dr. ROGERS, Clinical Surgery; Dr. HALL, Orthopedic Surgery; Dr. KANE, Obstetrics.

**Tuberculosis Hospital**

*Fourteenth and Upshur Streets N. W.*—Members of the Faculty on its staff: Professor CLAYTOR, and Dr. TEWKSBURY, Clinical Medicine; \*Dr. REICHELDERFER, Clinical Surgery; Professor RICHARDSON, Ophthalmology.

**CLASSIFICATION AND ADVANCEMENT OF STUDENTS**

Students are divided into four classes, according to their proficiency and the time spent, viz: first year, second year, third year and fourth year.

Proficiency in all subjects is marked on a scale of 100. The passing grade in each subject is 75.

\* Absent on Military Service.



*Examinations* are held at the end of the course in each subject. Students who fail to appear at a regular examination will not be examined until the next regular examination except by special permission of the Advisory Committee of the Faculty. For special examinations, a fee of five dollars will be charged for each subject.

To be *advanced*, a student must not fail in more than one major or two minor subjects. It is recommended that students advanced conditioned remove their conditions in the September examinations. Students advanced conditioned must remove all such conditions before they can be again advanced.

Students who fail in more than one major or two minor subjects, will not be given re-examinations in the September examinations except by special permission of the Advisory Committee of the Faculty.

Students who fail of graduation because of deficiency in but one major or two minors, if approved by the Advisory Committee of the Faculty, may be re-examined in the September examinations for graduation. Students who are allowed this privilege, will be required to take such examinations as the Advisory Committee may direct.

Students who fail of advancement or graduation will be required to repeat a year, taking such subjects as may be directed by the Advisory Committee of the Faculty.

Students who fail of advancement after repeating any one of the first three years or who fail of graduation after repeating the final year, will not be permitted to maintain their connection with the school.

#### REQUIREMENTS FOR GRADUATION

Every candidate for the degree of Doctor of Medicine must be at least twenty-one years of age and of reputable character. He must have complied with the admission and other requirements herein set forth. He must have attended at least 80 per cent of all required instruction during four sessions of 32 weeks each in four separate years; must have satisfactorily completed all his courses and passed all his examinations. He must be present at the time specified for the final examinations, and also at Commencement. The degree is not conferred in the absence of a candidate except by special consent of the President's Council. Graduates of other accredited colleges who desire degrees must spend one year in residence at this school.

Candidates who in their work and examinations attain general averages of 90 or more will be presented to the Faculty for con-

sideration with reference to being designated as "having graduated with distinction." If in the opinion of the Faculty such candidates have shown themselves to be possessed of more than ordinary merit, they will have inscribed upon their diplomas beneath their degree the words "with distinction."

#### PRIZES

A prize from the Ordronaux Prize Endowment will be awarded to the student of the third, and the student of the fourth year class who has the highest scholastic standing.

#### SOCIETIES

The George Washington University Medical Society was established in 1905 by a group of alumni. Its purpose is to cultivate closer friendly relations between the alumni and members of the faculty by means of social gatherings, and the advancement of medical science by the presentation of essays, case reports and specimens for instruction and discussion, at its meetings, and further the interest of the university in general. All alumni and members of the faculty are eligible for membership on election.

*Officers:* Dr. Oscar B. Hunter, *President*, Dr. E. W. Titus, *Vice President*, Dr. F. A. Hornaday, *Secretary-Treasurer*.

Meets at the Medical School on the third Saturday of the month from October to May.

Senior students are invited to attend the meeting of this society.

#### HOSPITAL APPOINTMENTS

Interns are annually appointed in the University Hospital. These appointments are made upon competitive examinations under conditions determined by the governing authorities of the Hospital. Appointments to similar positions are open to the graduates and undergraduates of this school in the following other hospitals of the city: Garfield Memorial Hospital, Emergency Hospital, Columbia Hospital for Women, Casualty Hospital, Providence Hospital, Washington Asylum Hospital, Children's Hospital, Episcopal Eye, Ear and Throat Hospital.

#### FEES AND CONTINGENT EXPENSES

Registration fee, payable on entrance .....	\$5.00
Registration fee, each subsequent year .....	2.00
Tuition each year .....	175.00
Graduation fee .....	10.00
Breakage fee .....	10.00
Supplementary examinations each .....	5.00



This includes all laboratory fees and charges for material used in practical anatomy and operative surgery. Students will, however, be required to pay all charges for injury to microscopes, apparatus and other college property.

All breakage and loss not directly traceable to the individual student is assessed pro rata, and any unforfeited balance will be returned to the student at the expiration of the course.

Persons not candidates for the degree of Doctor of Medicine who take courses in Histology, Embryology, Bacteriology, Pathology or Clinical Microscopy will be charged a fee of \$6.00 for the use of the microscope in each of these courses. Should such a student take more than one of the courses mentioned, in any one school year, he will be charged a single fee of \$6.00 for microscope rental.

Students who elect to take the regular four year course in five years will be required to pay the full tuition for the first four years and will receive the fifth year without additional charge.

Persons are allowed to register as auditors for the tuition fees without being required to take active part in the exercises or to pass examinations but no credit will be allowed for such attendance.

No registration will be accepted for less than a full half-year, and no change in the courses undertaken at the time of registration will be made unless approved by the Dean. Registration in the Medical School is for a period not to exceed one year at a time and acceptance by the School of a student's registration fee does not in any way obligate the School to accept that student for any subsequent year.

Registration, other fees and deposits are due in full in advance. Tuition may be paid in eight monthly installments in advance. Students who are unable to pay their fees monthly in advance will be required to file an acceptable personal or corporate bond of \$200 as security for future payment. In every instance all indebtedness must be discharged on or before May 1 of the current school year. All fees are payable at the office of the Dean.

#### PREMEDICAL YEARS

Special Course admitting to the Medical School, but not Leading to a Degree in the Arts Department

Annual registration fee .....	\$2
Tuition, per annum .....	180

## First Year

## Chemistry laboratory

Materials .....	10
Breakage .....	10

## Zoology

Materials .....	5
Microscope .....	5

## Second Year

## Zoology

Materials .....	5
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## Physics Laboratory

Materials .....	10
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If Chemistry 7 is elected, a \$10.00 fee for materials and a \$10.00 deposit fee will be required.

## Courses Leading to the Degree of Bachelor of Science in Medicine

Annual registration fee .....	\$2
Tuition, per annum .....	180

## First Year

## Chemistry Laboratory

Materials .....	10
Breakage .....	10

## Zoology

Materials .....	5
Microscope .....	5

## Second Year

## Chemistry Laboratory

Materials .....	10
Breakage .....	10

## Zoology

Materials .....	5
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## Physics

Material fee .....	10
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## WITHDRAWALS

*Withdrawals will be granted only on recommendation of the Dean and the approval of the President.*

A certificate of work actually done will be given to any student granted a withdrawal or a transfer to another school during the session. A written request for withdrawal or transfer must be filed with the Dean and no permission to withdraw or transfer, and no certificate of work done will be given a student unless all fees and dues chargeable against him up to the end of the month in which he withdraws have been paid.

## BOARD AND ROOMS

A register of boarding houses is kept by the Treasurer. Accommodations cost from \$30 to \$50 a month.

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For catalogues, application blanks, and further information, address

THE DEAN,  
Medical School,  
The George Washington University,  
1335 H Street N. W., Washington, D. C.

## PHARMACY

Plans are now under consideration looking toward the reorganization of the College of Pharmacy as a school in the Department of Medicine. For information address

THE SECRETARY,  
The George Washington University,  
2101 G Street N. W., Washington, D. C.

## THE GEORGE WASHINGTON UNIVERSITY TRAINING SCHOOL FOR NURSES

WILLIAM MILLER COLLIER, A.M., LL.D.,

President of the University

WILLIAM CLINE BORDEN, M.D.

Dean, Department of Medicine and Chairman of the Executive  
Comimttee.

HELEN COINE, R.N. ....Acting Superintendent of Nurses

PATRICK P. VANE .....Business Superintendent

JOHN WESLEY BOVEE, M.D. ....Gynecology

OSCAR ADDISON MACK McKIMMIE, M.D. } Ear, Nose and Throat

CARLES WILLIAMSON RICHARDSON, M.D. }

HENRY KNOX CRAIG, M.D. ....Materia Medica

SIMON GERBER, Phar.D. ....Solutions

RANDOLPH BRYAN CARMICHAEL, M.D. ....Dermatology

ALBERT JOHN MOLZAHN, M.D. ....Anatomy

OSCAR BENWOOD HUNTER, S.M., M.D. ....Bacteriology

HARRY KNOX CRAIG, M.D. ....Physiology

EDGAR PASQUAL COPELAND, M.D. ....Pediatrics

DANIEL LERAY BORDEN, A.M., M.D. ....Surgery

HURON W. LAWSON, M.D. ....Obstetrics

EVERETT MONROE ELLISON, A.M., M.D.,

Medical Nursing and Contagious Diseases

TRUMAN ABBE, A.B., M.D. ....Bandaging

WILLIAM HOLLAND WILMER, M.D. ....Eye

FRANCES K. MAPLE, R.N.

Asst. Superintendent of Nurses and Head Operating Room Nurse

ARLENE JOHNSON, R.N. ....Night Superintendent of Nurses

CAROLYNE McKIM CHAPMAN, R.N. ....Instructor in Massage

PALMELIA C. MEBANE, R.N. ....Instructor

MARY MILLER .....In Charge of Nurses Home

The Staff of the Hospital are all members of the Faculty of Medicine of the Medical School and the nurses receive the benefit arising from instruction and nursing cases under these trained instructors.

The Hospital itself is a general hospital located in the central part of the city, and connected with it there is a Dispensary having a large out-patient service, so that the Institution affords a thorough and practical experience in medical, surgical, gynecological, obstetrical and emergency nursing and the administration work incident to a hospital.



The Nurses Home is located at 1016 13th street N.W., a short distance from the Hospital, and furnishes the nurses excellent and adequate accommodations.

#### BOARD OF LADY MANAGERS

Since the establishing of the Hospital and Training School for Nurses, both these Institutions have been very materially assisted by a most efficient Board of Lady Managers. This Board has worked most energetically in the interest of both the Hospital and Training School, and by personal endeavor and financial assistance have done much to improve these institutions.

#### REQUIREMENTS FOR ADMISSION

Candidates must apply personally or by letter to the Superintendent of Nurses upon blank forms provided therefor. Applicants must be not less than 19 nor over 30 years of age. They must be in good physical condition and present satisfactory evidence of their preliminary educational qualifications. Graduation from a grammar school and three years' work in a high school or academy or its equivalent are necessary. Approved applicants will be taken for a probationary period of three months as vacancies may occur. Such probationers as are deemed fitted for the duties of nurses, at the expiration of their probationary period, upon subscribing to the requirements of the school, will be accepted as pupil nurses.

Classes for probationers begin in January, April, July and October.

#### COURSE OF TRAINING

The course of training (including the probationary period) covers three years and comprises theoretical and practical instruction. Practical instruction is given in the wards of the Hospital under the supervision of the Superintendent of Nurses and at the Episcopal Eye, Ear and Throat Hospital, to which each pupil is assigned for a period of four months, as well as at the Children's Hospital during a two months' assignment there.

The theoretical instruction is given by the members of the Faculty of Medicine and by the Superintendent of Nurses and her assistants. The course in theoretical and practical instruction is as follows:

- (1) Medical nursing (including *Materia Medica*.)
- (2) Surgical nursing with operative technic, including gynecology.
- (3) Obstetrical nursing (each pupil to have had the care of not less than six cases).
- (4) Nursing of sick children.

(5) Diet cooking for the sick including (a) twelve lessons in cooking in a good technical school or with a competent diet teacher; (b) Food values, and feeding in special cases, to be taught in classes and not in lectures.

(6) A thorough course of theoretical instruction in contagious nursing where practical experience is impossible.

(7) Bacteriology.

#### REGULATIONS

I. Probationers, when admitted to the school, will require the following outfit: *Uniform.* 4 uniform dresses, 4 uniform caps, 14 uniform aprons, 1 dozen pairs uniform cuffs;

Additional articles: 3 striped underskirts, 2 laundry bags, 1 pair slippers, 1 watch with second hand, 6 sets plain underclothing, raincoat, 1 pair rubbers, summer and winter street suits, 1 party dress, 1 kimono, 2 washable dressing sacques, text-books.

II. The cost of the required uniform dresses, caps, aprons and cuffs is approximately \$30. Text-books for the entire course cost about \$15. The cost of the other articles is small.

III. A probationer on admission may bring with her any or all of the articles of her outfit except her uniform.

IV. To insure uniformity and economy the uniform sample must be secured through the Superintendent of Nurses, and no nurse will be allowed to go on duty until her outfit has been inspected and found to comply with the requirements of the school.

V. All articles of clothing must be plainly made and marked with name in full.

VI. Jewelry is not allowed to be worn on duty, and if of any value is best left at home. If brought, it will be at the risk of the owner. Watches are to be worn on tape around neck, under bib.

VII. Two hours, if work permits, are allowed every week day, for rest, study and recreation, also one-half day after 1 p. m. each week, and four hours each Sunday.

VIII. A vacation of two weeks is allowed each year, and in case of senior nurses, a vacation of four weeks will be allowed if the Hospital duties permit.

IX. A pupil nurse may be dismissed at any time if there is sufficient cause for such action, but no dismissal shall be made without the approval of the President of the University.

#### SALARY

Instruction and training are considered the full equivalent for the services of a pupil nurse; however, a salary of \$7 a month is paid (including the three months probation period.)



## DIRECTORY FOR NURSES

A general directory for Graduate Trained Nurses was established in connection with the Training School and Hospital during the first year in which the Training School was in operation. The object of this directory is to afford a means to physicians and patients of securing with the least loss of time, the services of nurses who have graduated from our Training School. The Directory is under the supervision of the Executive Committee of the Faculty of Medicine and under the direct charge of the Superintendent of Nurses.

## GRADUATES

June, 1918, Commencement

Mabel M. Beard .....	Virginia
Josephine Billingsley .....	Virginia
Anna Bratton .....	Virginia
Edith Brown .....	District of Columbia
Sue Powell Bunn .....	North Carolina
Ada Chapman Dowling .....	West Virginia
Isla Kay .....	Virginia
Edith Viola Keisecome .....	West Virginia
Nell Moran Lambert .....	North Carolina
Louise S. Leutbecher .....	Maryland
Margaret Whitner McFerran .....	Virginia
Hilda McKee .....	West Virginia
Lucile V. Powell .....	West Virginia
Bessie M. Palmer .....	District of Columbia
Mozelle Simpson .....	Virginia
Carrie V. Sowers .....	Virginia
Minnie Gertrude Taylor .....	Virginia
Janie Walters .....	Virginia
Florence Stuart Woolfolk .....	Virginia

## AT MID-WINTER CONVOCATION

February, 1919

Laura Hayden .....	Maryland
Virginia Kirby .....	West Virginia
Grace Lake .....	Virginia

## DENTAL SCHOOL

### Faculty

- WILLIAM MILLER COLLIER, LL.D., ....President of the University
- CARL JOSEPH MESS, D.D.S.,  
Dean, Professor of Prosthetic Dentistry and  
Director of the Infirmary
- HENRY CLAY THOMPSON, D.D.S.,  
Emeritus Professor of Operative Dentistry
- ALLEN SCOTT WOLFE, D.D.S.,  
Professor of Operative Dentistry and Oral Surgery
- CHARLES STANLEY WHITE, M.D.,  
Clinical Professor of Oral Surgery
- OSCAR BENWOOD HUNTER, A.M., M.D.,  
Professor of Bacteriology and Pathology
- CARL LAWRENCE DAVIS, M.D.....Professor of Anatomy
- FRANK ADELBERT HORNADAY, S.B., M.D...Professor of Chemistry
- JOHN KONSTANTIN BUTKIEWICZ, D.D.S., Professor of Histology  
and Associate Professor of Materia Medica and Therapeutics
- WILLIAM HENRY SCHULTZ, Ph.B., Ph.D.,  
Professor of Physiology and Pharmacology
- HERBERT CORNWELL HOPKINS, D.D.S., Professor of Orthodontia
- T. ROLAND WILKERSON, D.D.S. ....Professor of Oral Hygiene
- CAESARE LOUIS CONSTANTINI, D.D.S.,  
Professor of Ethics and Dental History
- JOHN ROBERT DEFARGES, D.D.S.,  
Professor of Dental Jurisprudence
- ALBERT BURNEY BIBB, A. M.,  
Professor of Technical Drawing
- WILLIAM ALLEN WILBUR, A.M., Litt.D.,  
Professor of Dental Rhetoric
- THOMAS BENJAMIN BROWN, Ph.D., .....Professor of Physics
- CHARLES ROBERT SHELTON, Jr., D.D.S.,  
Professor of Dental Economics
- ARTHUR BARTON CRANE, D.D.S.,  
Research Professor in Mouth Infections
- JAMES WALTER BERNHARD, D.D.S.,  
Associate Professor of Crown and Bridge Work.
- WALTER LOWELL HAGEN, D.D.S.,  
Associate Professor of Operative Technics
- CHARLES GARDNER SHOEMAKER, D.D.S.,  
Associate Professor of Operative Technics
- JOHN WINSLOW TAYLOR, D.D.S.,  
Associate Professor of Prosthetic Technics
- HENRY CISSEL YOUNG, D.D.S.,  
Associate Professor of Prosthetics Technics



- HEILMAN BECKER, D.D.S.,  
Associate Professor of Crown and Bridge Work
- EDWARD JOHN COPPING, D.D.S. .... Associate Professor of  
Orthodontia and Demonstrator in the Infirmary
- JOSEPH RALPH PALKIN, D.D.S., Associate Professor of Oral Surgery
- RALPH LANCASTER MORRISON, D.D.S. .... Associate Professor of  
Operative Dentistry and Assistant Director of the Infirmary
- PAUL STERLING PUTZKI, M.D.,  
Clinical Associate in Oral Surgery
- ERNEST REED HAGAN, D.D.S., Associate Professor of Prosthetic  
Dentistry and Director of the Technic Laboratories
- STERLING VERNON MEAD, D.D.S. .... Professor of Roentgenology
- CLINE N. CHIPMAN, M.D. .... Instructor in Anaesthesia
- COURSEN BAXTER CONKLIN, M.D.,  
Instructor in Physical Diagnosis
- VERNON J. LOHR, D.D.S.,  
Associate Professor of Crown and Bridge Work
- JOSEPH HIRAM ROE, A.B., A.M.,  
Associate Professor of Chemistry
- ROBERT EDWIN LAYTON, D.D.S.,  
Associate Professor of Dental Anatomy
- GEORGE HENRY RAWSON, M.D., .... Instructor in Anatomy
- WEBB WATSON WYMAN, D.D.S.,  
Associate Professor of Prosthetic Dentistry and  
Demonstrator in the Infirmary
- RALPH WILLIAM SMEADE BONNETT, D.D.S.,  
Demonstrator in the Infirmary
- ARMA EXNER RUSH, D.D.S. .... Demonstrator in the Infirmary
- MAURICE JOSEPH CONLEY, D.D.S.,  
Demonstrator in the Infirmary
- EARL FIELDING DANFORTH, D.D.S.,  
Instructor in Crown and Bridge Work
- HILMER ALVIN ERICKSON, D.D.S.,  
Instructor in Crown and Bridge Work

## CLINICAL STAFF

- Fenton Bradford, D.D.S.  
Arthur Barton Crane, D.D.S.  
John Robert DeFarges, D.D.S.  
Thomas Jones Rice, D.D.S.  
James Taylor McClenahan, D.D.S.  
Chas. B. Keefer, D.D.S.  
Nellie Collins Smith, D.D.S.  
A. Thomas Utz, D.D.S.  
Caesare Louis Constantini, D.D.S.

THE STAFF OF THE GEORGE WASHINGTON UNIVERSITY  
HOSPITAL AND DISPENSARY

## HOSPITAL

STERLING RUFFIN, M.D. ....	Physician-in-Chief
WILLIAM CLINE BORDEN, M.D. ....	Surgeon-in-Chief
CHARLES STANLEY WHITE, M.D. ....	Oral Surgeon-in-Chief
ARTHUR BARTON CRANE, D.D.S. ....	Consulting Oral Surgeon
TRUMAN ABBE, M.D. ....	Roentgenologist-in-Chief
JOHN HUNTER SELBY, M.D. ....	Roentgenologist
STERLING VERNON MEAD, D.D.S. ....	Dental Roentgenologist
OSCAR BENWOOD HUNTER, A.M., M.D. ....	Pathologist
TOMAS CAJIGAS, M.D. ....	Director of Clinical Laboratory
CLINE N. CHIPMAN, M.D. ....	Anaesthetist
SAMUEL MOFFET BITTINGER, M.D. ....	Resident Physician
JOSEPH KREISELMAN ....	Senior Student Intern
THOMAS BENTON CRISP, Jr. ....	Senior Student Intern
CHARLES JAMES BARONE ....	Senior Student Intern
SIMON GERBER, Phar.D. ....	Pharmacist
LILLIAN JANE BLACKWELL, R.N. ....	Supt. of Nurses and Principal of the Training School for Nurses and Super- intendent of the Hospital.
PATRICK P. VANE ....	Business Superintendent

## DISPENSARY

STERLING RUFFIN, M.D. ....	Physician-in-Chief
WILLIAM CLINE BORDEN, M.D. ....	Surgeon-in-Chief
CHARLES O. KNOTT, M.D. ....	Director of the Dispensary

## GENERAL MEDICINE

BUCKNER MAGILL RANDOLPH, M.D. ....	Attending Physician
WILLIAM CABELL MOORE, M.D.* ....	Attending Physician
WILLIAM JOHNSTON MALLORY, M.D. ....	Attending Physician
ROBERT S. TRIMBLE, M.D. ....	Attending Physician
THOMAS LINVILLE, M.D. ....	Attending Physician
FRANK A. HORNADAY, M.D. ....	Attending Physician
RALPH LANCASTER MORRISON, D.D.S., Attending Dentist in Oral Prophylaxis	
RALPH COHEN, M.D. ....	Attending Physician

## GENERAL SURGERY

TRUMAN ABBE, M.D. ....	Attending Surgeon
EDMUND THOMAS MURDAUGH FRANKLIN, M.D.,	Attending Surgeon
JOHN POTTS FILLEBROWN, M.D. ....	Attending Surgeon
CHARLES STANLEY WHITE, M.D. ....	Oral Surgeon

\* Absent on military service.



## PROFESSIONAL DEPARTMENTS

ALLEN SCOTT WOLFE, D.D.S. ....Attending Oral Surgeon  
 ARTHUR BARTON CRANE, D.D.S. ....Consulting Oral Surgeon  
 PAUL PUTZKI, M.D.....Attending Oral Surgeon

## EYE, EAR, NOSE AND THROAT

SAMUEL BOYCE POLE, M.D., Attending Laryngologist and Otologist

## ROENTGENOLOGY

TRUMAN ABBE, M.D. ....Roentgenologist-in-Chief  
 JOHN HUNTER SELBY, M.D. ....Roentgenologist  
 STERLING VERNON MEAD, D.D.S.....Dental Roentgenologist

## DERMATOLOGY

CHARLES AUGUSTUS SIMPSON, M.D. ....Attending Dermatologist

## PATHOLOGY

OSCAR BENWOOD HUNTER, M.D. ....Pathologist  
 TOMAS CAJIGAS, M.D. ....Director Clinical Laboratory

## GENERAL STATEMENTS

The Dental School is an integral part of the George Washington University, and is a complete dental educational unit in that it offers the facilities of the Dental School, the University Hospital and the Dental Infirmary.

In order to insure proper administrative educational control, this unit is controlled by the Dental Faculty, according to definite ordinances established by the Board of Trustees of the University.

The classes in dentistry are taught separately from classes in other departments of the University.

All instructors in the Dental School are graduates of medicine or dentistry or hold Bachelor Degrees or their equivalent.

The Dental School was completely reorganized in the summer of 1918, and the Faculty reserves the right to make such changes in the method of instruction and management of the school as may be found necessary for its most efficient and successful operation, in accordance with the requirements of the Dental Educational Council of America.

During the session 1918-19, a Dental Study Club was organized among the members of the faculty. This club meets twice a month to discuss the problems of modern dentistry. Well known specialists from this and other cities are invited to present the latest developments in their particular subjects to the club at one or more of its sessions. The faculty, by this means, is enabled to keep in close touch with the progress of dental science.

A students' Dental Society has also been organized and membership therein is required. Practice is there gained in society activities, public speaking and parliamentary proceedings. Each student of the senior class is required to prepare and present a paper relating to dentistry.

### BUILDINGS AND OTHER FACILITIES

#### Buildings of the Medical and Dental Departments

All the buildings adjoin each other and consist of the Medical and Dental School Building, the University Hospital and the University Dispensary. They are most advantageously situated in the heart of the city within one block of both systems of car lines. As the Hospital and Dispensary adjoin the School, their clinical facilities are easily accessible to the students, and the pathological material and the material for clinical microscopy afforded by the Hospital and Dispensary are directly used in the School laboratories.

*School Building.*—A modern commodious, five-story structure, with spacious, well-lighted, well-ventilated lecture and class rooms, laboratories, and students' rooms. It has an elevator service, and is equipped throughout with steam heat, gas, electricity, and all modern improvements.

*Laboratories.*—Eight in number (for anatomy, chemistry, histology and embryology, physiology and pharmacology, and bacteriology and pathology and three technic laboratories), are fully equipped with the most approved appliances, so that students may adequately pursue the laboratory courses and acquire the technical skill necessary in modern clinical and dental methods.

*University Medical and Dental Library.*—Open for study and consultation from 9 a. m. to 4 p. m. with a Librarian in charge. It contains at present more than 2,000 volumes, and provision is made to add to it as published the important new works on medicine and dentistry. The most important dental and medical periodicals are regularly received.

*Pathological Museum.*—Contains a great many valuable and interesting specimens. Their number is increased by addition from time to time. These specimens are particularly valuable to the students as illustrating the changes produced by disease.



## ADVANTAGES OF LOCATION

Advantage of Washington as a Place for Pursuing the Study of Dentistry

This city now has nearly half a million inhabitants, providing abundant clinical material to the Hospital and Infirmary.

The *great libraries and museums* connected with the various Government institutions afford unparalleled facilities for study.

The Library of the Surgeon General's Office of the United States Army is the most complete medical (including dentistry) library in the world, and all leading medical and dental periodicals of the world are subscribed for. All the facilities of this great library are open to *medical and dental students*. There is also the Library of Congress, the Public Library, and the many excellent libraries of the various Government offices, all of which are open to students.

The *Army Medical Museum* affords an unrivaled opportunity for studying the conditions met with in military and general surgery. It contains on exhibition a collection of anatomical and pathological specimens unequalled by any other museum. Other Government museums are the Museum of Hygiene, in connection with the Medical Department of the Navy and the National Museum. The Botanic Gardens, the Smithsonian Institution, the Fish Commission, and the Department of Agriculture, all afford opportunities for study both in dentistry and medicine and collateral sciences.

On account of the many advantages offered in this city, the *Army and Navy Medical Schools* have been here located. The Alumni of this School are largely represented in all public services, and have been highly successful in passing the rigid examinations given by them.

Aside from the special advantages offered for the study of dentistry, the cosmopolitan character of the city of Washington, its climate (not excessively cold in winter), its beauty, and its interests, which, as it is the seat of the General Government, are broad and national, make it an ideal place for a dental student to pass four years of study.

## ADMISSION

The requirements for admission to the Dental School are as follows:

1. The requirements for entrance shall consist of graduation from an accredited high school or academy which requires for graduation not less than fifteen units of high school work obtained

in a four year course beyond the eighth grade of the elementary school, which shall include a one year course in physics, chemistry and biology. No conditions on the foregoing entrance requirement shall be allowed.

Effective January 1, 1921, the requirements for admission will be the high school work outlined in the preceding paragraph and one year of predental work, including not less than six semester hours each in English, physics, chemistry and biology, completed in an approved college of liberal arts and science.

2. An accredited high school is defined as one which is accredited as a four-year high school by the United States Bureau of Education, or by a University which is a member of the Association of American Universities, or by the State University of the State in which the high school is located.

3. In the case of an applicant who is not a graduate from a high school or academy, as defined above, the full equivalent of such education in each individual case must be established to the satisfaction of the Examiner appointed by the Superintendent of Public Schools of the District of Columbia.

4. The entrance credentials of each student enrolled must be kept on file until after graduation or until he leaves the school for other reasons.

5. *Medical Students.*—Students with two full years' credit from Class "A" Medical Schools, approved by the American Medical Association may be admitted to the sophomore class. No other advanced credit in time will be given in any other case than as above specified.

6. *Special Students.*—No special students will be accepted unless they are in possession of the D.D.S. degree and are seeking to do graduate work.

#### ACADEMIC YEAR

The *Academic Year* begins on the last Wednesday in September and ends the first Wednesday in June. It is divided into two half-years of four months each.

The term of study for the degree of Doctor of Dental Surgery consists of four years of thirty-two weeks each, exclusive of vacations and holidays. The next session, the ninety-sixth, begins September 24, 1919, and ends June 2, 1920.

Students must register promptly at the beginning of the session, in order that their time of study shall count as a full year.



## SYSTEM OF INSTRUCTION

Instruction is carried on by laboratory work, lectures, recitations, Infirmary practice, and hospital and dispensary clinics. Particular stress is laid upon laboratory work and clinical teaching. The clinical material of the Infirmary, University Hospital and Dispensary is utilized to the fullest extent, as the Infirmary, Hospital, the Dispensary, and the Dental School are under the same control. Additional clinics are given in other hospitals in the city to which members of the faculty are attached.

While the greatest stress is laid upon laboratory work and clinical teaching, it is recognized that the facts so obtained must be correlated and shown in their due relation to each other and to the science of dentistry. To this end didactic lectures are maintained in certain branches, as they have been found necessary to give a systematic and comprehensive idea of the larger subjects in dentistry. These lectures are followed by systematic and thorough quizzes, so that it may be certain that the students properly and thoroughly grasp the ideas presented by the lecturers.

The recitation and quiz work is made so complete that students do not need to employ private quizmasters.

The object sought throughout the courses is to ground thoroughly the students in the knowledge which is necessary to a practitioner of dentistry.

*The policy adopted by the School is to give a comprehensive, well graded and well-proportioned course—one that will adequately prepare the graduate to practice modern dentistry and meet the requirements of State Boards.*

## ORDER OF INSTRUCTION

The subjects studied in each year are shown in the following table. Major subjects are in italics:

First Year	Hours	Third Year.	Hours
<i>Prosthetic Technics</i> .....	96	<i>Prosthetic Technics</i> .....	96
<i>Dental Rhetoric</i> .....	96	<i>Crown and Bridge</i> .....	160
Technical Drawing .....	48	Physical Diagnosis & Anaes	60
<i>Anatomy and Embryology</i>	320	Oral Surgery .....	48
<i>Histology</i> .....	210	Materia Medica and	
<i>Chemistry, General</i> .....	96	Therapeutics .....	64
<i>Dental Anatomy</i> .....	96	<i>Operative, Pros. and Cl.</i>	
<i>Physics</i> .....	192	<i>Dent.</i> .....	465
<i>Operative Technics</i> .....	80	<i>Bacteriology</i> .....	128
		<i>Pathology, Gen. and Dent.</i>	180
	1234		1201
Second Year		Fourth Year.	
<i>Chemistry, Qual. Analysis</i>	96	<i>Orthodontia</i> .....	105
<i>Chemistry, Org. and Phys.</i>	180	<i>Crown and Bridge</i> .....	160
<i>Chemistry, Metallurgy</i> ....	64	Jurisprudence, Economics,	
<i>Physiology</i> .....	240	Ethics & History....	32
<i>Operative Technics</i> .....	80	Oral Hygiene .....	32
<i>Operative, Pros. and Cl.</i>		Röntgenology .....	32
<i>Dent.</i> .....	340	<i>Oral Surgery</i> .....	97
<i>Prosthetic Technics</i> .....	96	<i>Operative, Pros. and Cl.</i>	
<i>Oral Prophylaxis</i> .....	108	<i>Dent.</i> .....	600
		<i>Pros. Technics</i> .....	96
	1204		1154
Total .....			4,793 hours.

## COURSE OF INSTRUCTION

The course of instruction extends through four years of eight months each. The subjects taught during the course are divided as follows:

## ANATOMY, INCLUDING HISTOLOGY AND EMBRYOLOGY

CARL LAWRENCE DAVIS, M.D.....Professor  
 JOHN K. BUTKIEWICZ, D.D.S.....Professor of Histology  
 GEORGE HENRY RAWSON, M.D.....Instructor

The instruction in the various anatomical sciences—gross human anatomy, neurology, embryology, histology and dental anatomy



and histology is carried on by the Division of Anatomy of which the Professor of Anatomy is the head.

This insures complete correlation of the various anatomical branches and adequate instruction in each.

The subject of Gross Anatomy is given mainly by practical laboratory work.

The course is given during the first year thus enabling the student to apply his early knowledge of Anatomy to his other branches of study.

Each student is required to dissect the lateral half of the head, neck, thorax, abdomen and either the upper or lower extremity. Not more than four (4) students will be assigned to a cadaver. The dissecting room work is supplemented by demonstration, recitation and lectures, illustrated by lantern slides, models, diagrams and special dissections. The systematic study of the gross, and minute anatomy of the central nervous system and organs of special sense is pursued by means of lectures, recitations, and laboratory work.

Subject.	Year.	Hours.
Anatomy and Embryology .....	I	320
Dental Anatomy .....	I	96
		<hr/> 416

#### HISTOLOGY AND EMBRYOLOGY

In Histology instruction is given in the care and use of the microscope and in the preparation of tissues (fixing, blocking, cutting, staining, etc.) for microscopical examination, and a systematic study is made of the minute structure of the tissues and organs of the body, the laboratory work being supplemented by lectures, recitations and stereopticon demonstrations.

The course in Embryology is devoted to the study of marine material, showing maturation, impregnation, segmentation, etc., and to series of chick and mammalian embryos, special stress being laid upon the development of the face and mouth.

Lectures, recitations and demonstrations with laboratory models are also given.

Subject.	Year.	Hours.
Histology .....	I	210

# PHYSIOLOGY, PHARMACOLOGY, MATERIA MEDICA AND THERAPEUTICS

## PHYSIOLOGY AND PHARMACOLOGY

WILLIAM H. SCHULTZ, Ph.B., Ph.D.....Professor

These subjects are taught in lectures, recitations, and laboratory exercises. In the lectures and recitations special emphasis is placed upon those parts of physiology that have a known bearing upon dental medicine and surgery, especially digestion, secretion, and the nervous system. Three laboratory periods a week during a semester give the student first-hand knowledge of the principal facts about the general functions of tissues, and the special functions of the nervous system, the special senses, the heart, circulation, digestion, and respiration.

During the laboratory exercises the students, divided into small groups under instructors, investigate the action of the most common drugs, including alcohol, ether, chloroform, digitalis, aconite, strychnine, etc., by actual experiment. They are taught what effects to expect from the use of a given drug and to observe the results as they occur.

Subject.	Year.	Hours.
Physiology .....	II	240

## MATERIA MEDICA AND THERAPEUTICS

JOHN K. BUTKIEWICZ, D.D.S.....Associate Professor

Instruction in these subjects embraces:

The study of crude drugs and their preparations and the art of prescribing, the physiological action of drugs in the human system; the practical application of drugs and other therapeutic agencies to the prevention and cure of diseases and the relief of suffering, together with their antidotal relation to poisons.

The subject is taught by means of lectures, recitations, and black-board illustrations, and is made practical to as great a degree as is compatible with a sufficiently thorough understanding of its principles.

Special attention is given to those drugs that are of most value in the practice of dentistry.

Subject.	Year.	Hours.
Materia Medica and Therapeutics .....	III	64



CHEMISTRY, INCLUDING INORGANIC, ORGANIC, AND PHYSIOLOGICAL, AND METALLURGY

CHEMISTRY

FRANK ADELBERT HORNADAY, S.B., M.D. .... Professor  
JOSEPH HIRAM ROE, A.B., A.M. .... Associate Professor

The instruction in this subject embraces:

A short discussion of the principles of Physics in their relation to Chemistry, the principle of chemical philosophy, and the laws of chemical combination.

A study of the elements, metallic and non-metallic; the preparation, properties, and reaction of their different compounds and their application in dentistry; an abridged course in qualitative analysis, covering the commoner metallic elements; Organic Chemistry, with special attention to those organic compounds that are of practical use, a brief course in physiological chemistry including laboratory work on enzymes, foodstuffs, metabolism and body fluids.

A course, both didactic and laboratory, consisting of about twenty-five periods of three hours each, is given in metallurgy, including the use and care of furnaces, the construction of an electric furnace, the study of the occurrence in nature, methods of isolation, properties and uses of the commoner metals of value in dentistry. Each student prepares a considerable number of alloys, recovers gold and silver from alloy scraps and makes analyses of alloys.

Subject.	Year.	Hours.
Chemistry, General .....	I	96
Chemistry, Qualitative Analysis .....	II	96
Chemistry, Organic and Physiological ....	II	180
Chemistry, Metallurgy .....	II	64

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BACTERIOLOGY AND PATHOLOGY  
BACTERIOLOGY

OSCAR BENWOOD HUNTER, A.M., M.D. .... Professor  
TOMAS CAJIGAL, M.D. .... Associate Professor

The course begins with a consideration of the principles involved in the process of sterilization by dry and moist heat, the relative value and mode of application of each, and an explanation of the construction of the apparatus employed for the purpose. The

use and construction of the thermostat is taken up at the same time and the student taught how he can dispense with these costly appliances in emergencies.

The composition and modes of preparation of the various nutritive media are next considered, working formulas given, and the student required to prepare them at least once in the laboratory. This is followed by a discussion of bacteria as a class, their position in the biological world, the classification, distribution, and the general and special characters that belong to them.

After this preparatory training the various methods in use for the isolation and study of bacteria are taught by practical demonstration and practiced by the students, after which the most important pyogenic organisms are studied in detail, giving special attention to those found in the nasal and oral cavities.

The aim of the course is chiefly to afford the students an opportunity to become practically familiar with bacteriological working methods, and to enable them to isolate and identify the bacteria present in suppurative processes, as well as to comprehend intelligently the references to micro-organisms in the current professional literature.

#### **PATHOLOGY**

In Pathology, the division of the course into laboratory and lecture teaching is followed, the amount of time devoted to each being the same as in Bacteriology. General pathology covering inflammation, repair, degenerations, the effects of plant (including bacteria) and animal parasites on the body, the effects of chemical and physical agents, the formation of new growths, etc., is first considered. This is followed by the special pathology of the organs and of the specific diseases.

The laboratory work consists primarily in the histologic study of diseased tissues and neoplasms. About one hundred sections are stained and mounted by each student and become his individual property. These sections are carefully examined and studied by the student who makes colored pencil drawings of the characteristic lesions shown by them.

The microscopic study is supplemented by that of post-mortem material and that from the operating room and Infirmary and by specimens in the museum thus affording a knowledge of gross morbid anatomy.

Varying in number with the extent of material afforded, students have the opportunity of training in the details of post-mortem technic from the autopsy through the preparation, sectioning, and



staining of the tissues to be studied, to their final diagnosis and report.

Subject.	Year.	Hours.
Bacteriology .....	III	128
Pathology .....	III	180
		<hr/> 308

#### OPERATIVE AND CLINICAL DENTISTRY

including OPERATIVE TECHNIQS, ORAL SURGERY, ORAL PROPHYLAXIS, ORTHODONTIA and ANAESTHESIA, PHYSICAL DIAGNOSIS and RADIOLOGY, and ETHICS and ECONOMICS.

ALAN SCOTT WOLFE, D.D.S. .... Professor

This course embraces lectures on the special anatomy and physiology of the teeth. The origin, growth, and eruption of the teeth receive minute attention, and are illustrated as their importance demands.

The methods of treating and filling teeth will receive attention in the lecture-room, and are demonstrated clinically by proficient operators. Extended consideration is given to Black's method of dental pathology and therapeutics. This chair has personal supervision of the department of Operative Technics and the infirmary practice.

#### DENTAL INFIRMARY

CARL J. MESS, D.D.S. .... Director of the Infirmary

RALPH LANCASTER MORRISON, D.D.S. .... Assistant Director

WEBB WATSON WYMAN, D.D.S. .... Demonstrator

RALPH SMEADE BONNETT, D.D.S. .... Demonstrator

ARMA E. RUSH, D.D.S. .... Demonstrator

EDWARD J. COPPING, D.D.S. .... Demonstrator

MAURICE JOSEPH CONLEY, D.D.S. .... Demonstrator

The Infirmary is open every week-day the entire year. An abundance of clinical material is readily available. In fact as many patients present themselves as can possibly be attended to by the students, and many families have been coming to the Infirmary for years for dental treatment. All efforts are directed toward making the infirmary practice as much like actual practice as possible, and students are taught the observance of professional courtesy toward patients as well as the development of manipulative ability.

Each student is required to perform at least one hundred and fifty operations in fillings (gold, inlay, amalgam, cement, root fillings, etc.), prosthetic work and orthodontia. Treatments preparatory to the above and cases of exodontia are not included in the number of operations. The Infirmary will be open from 9 a. m. to 5 p. m., with competent instructors in charge. Demonstrations of the general and exact procedure are given from time to time as conditions arise. The entire work of the Infirmary is under the immediate supervision of a full time Director, so that competent management and correlation of all procedures are assured.

Subject.	Years.	Hours.
Operative, Prosthetic and Clinical Dentistry	II, III, IV	1,405

#### ORAL SURGERY

CHARLES STANLEY WHITE, M.D.	Clinical Professor
ALLEN SCOTT WOLFE, D.D.S.	Professor
JOSEPH RALPH PALKIN, D.D.S.	Associate Professor
PAUL PUTZKI, M.D.	Clinical Associate

Instruction in this subject consists of a systematic course of lectures, followed by recitations, and clinical teaching is carried on in the Infirmary and Hospital Dispensary. Amphitheater and ward clinics are given in the University and other hospitals to which the members of the Faculty are attached. Operations and demonstrations on the cadaver form a valuable part of the course.

The lectures deal with applied anatomy, surgical bacteriology and pathology, surgical technique, wounds, hemorrhage, shock, surgical diseases and injuries of the face, mouth and jaws, extraction of teeth and local and general anesthesia.

Students are expected to attend amphitheater and ward clinics when notified and are required to present at least three case-histories as a prerequisite to examination.

In this course it will also be the object to acquaint the student with primary pathological conditions of the mouth and their remote manifestations in the general system; also the systemic diseases which directly affect the oral cavity.

Subject.	Year.	Hours.
Oral Surgery	III, IV	145

#### ORAL HYGIENE AND PROPHYLAXIS

T. ROLAND WILKERSON, D.D.S.	Professor
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This subject will be taught didactically and clinically, practical



work by the students in the treatment of the oral cavity will be required.

Subject.	Year.	Hours.
Oral Hygiene and Prophylaxis	II, IV	140

#### ORTHODONTIA

HERBERT C. HOPKINS, D.D.S.....Professor  
EDWARD JOHN COPPING, D.D.S.,

Associate Professor of Orthodontia

Junior-year Orthodontia is a technical course with lectures and demonstrations. The Senior course is a review of the Junior studies with advanced lectures upon the irregularities of the teeth, local and constitutional. Each student is required to make a number of appliances upon models.

Subject.	Year.	Hours.
Orthodontia .....	IV	105

#### OPERATIVE TECHNIQS

CHARLES GARDNER SHOEMAKER, D.D.S.....Associate Professor  
WALTER LOWELL HAGEN, D.D.S. ....Associate Professor  
ROBERT E. LAYTON, D.D.S. ....Associate Professor

This subject is taught by lectures, illustrated by enlarged models and drawings, together with demonstrations of instruments and materials. The students perform exercises in manipulative procedure under the direction of the instructors.

The subject embraced in the course consists, first, of the study of dental nomenclature, that the student may acquire an understanding of the technical terms used in the course of his dental studies. This is followed by descriptive dental anatomy, and the forms and surface markings of each tooth studied, the natural teeth, as well as enlarged models and drawings being used for the purpose. Each student is required to make various sections of the teeth for the thorough study of the pulp chambers and root canals and their relations to the external surface of the teeth.

That tooth-forms may be more perfectly impressed upon the mind of the students, each student is required to carve a tooth of the several classes, as incisor, cuspid, bicuspid, and molar, in bone or artificial ivory, representing the actual form and size of the natural organ. Cavities are classified and illustrated by drawings and models, followed by their preparation and filling in technic forms by the student. Treating and filling root canals is given full

attention, the students performing operations of this kind upon natural teeth mounted for the purpose.

All work, in its relation to operative dentistry, is given the necessary consideration to fit the student for meeting, as far as possible, the actual requirements of the Infirmary.

Subject.	Year.	Hours.
Operative technics .....	I, II	160

#### ROENTGENOLOGY

STERLING VERNON MEAD, D.D.S.....Professor

The course comprises elementary principles of Roentgenology, technic involved in special dental Roentgenology, when and where the Roentgenogram is indicated in the dental practice, the reading of dental Roentgenograms, and stereopticon lectures on a collection of dental Roentgenograms.

#### DENTAL JURISPRUDENCE

JOHN ROBERT DEFARGES, D.D.S.....Professor

The lectures on jurisprudence will follow the text-book, which fully elucidates the legal relation of the dentist to his patients, the importance of dental records, the limitations of dental practice, the liabilities incurred by those who administer anaesthetics, the penalties, etc.

#### DENTAL ETHICS AND HISTORY

CAESARE LOUIS CONSTANTINI, D.D.S. ....Professor

*First Year.*—The subject of ethics as given in the order of instruction will comprise didactic lectures on personal ethics in the first year and on dental ethics in the fourth year. Instruction will be given concerning personal hygiene, care of laboratory equipment, general conduct and adaptability for the profession.

*Fourth Year.*—These lectures on ethics consist of a brief statement of the moral obligations of professional men to each other and to their patients, the duty of upholding the honor and dignity of the profession, and the differences between the profession and business or manufacturing pursuits.

#### DENTAL ECONOMICS

CHARLES A. SHELTON, D.D.S.....Professor

This course will instruct the student in the proper methods



to insure a practice and to retain patients; will discuss business relations between patients and dentist, fees, book and card systems, and the general economy in conducting an office.

#### PROSTHETIC DENTISTRY, CROWN AND BRIDGE WORK AND CERAMICS

CARL J. MESS, D.D.S. .... Professor

All branches in this department will be under the supervision of the professor. He will deliver the lectures and manage in person and through his assistants the quiz work and course of instruction. This system will prevent confusion in method and technical procedures.

#### PROSTHETIC TECHNICS

JOHN WINSLOW TAYLOR, D.D.S. .... Associate Professor  
HENRY CISSEL YOUNG, D.D.S. .... Associate Professor  
EARNEST R. HAGAN, D.D.S. .... Associate Professor  
WEBB WATSON WYMAN, D.D.S. .... Associate Professor  
EARL F. DANFORTH, D.D.S. .... Instructor  
HILMER ALVIN ERICKSON, D.D.S. .... Instructor

The technic laboratories are thoroughly equipped for the particular work. The course in prosthetic technics extends through the Freshman, Sophomore, Junior, and Senior years.

The Freshman year is a technical and didactic course. The students are taught the proper equipment of a dental laboratory; the preparation of the mouth for dentures; methods of taking impressions of the mouth and manipulation of the various impression materials; the preparation and mounting of models; selection and anatomical arrangement of teeth; the construction of plastic dentures and crowns with general details.

The Sophomore course is technical and didactic; advanced mechanical detail work of the Freshman year including clinical work in the infirmary.

In the Junior class the course will be extended technical and didactic work, embracing a practical clinical course in taking impressions, making models, dies, and casting; swaging, rimming, attaching teeth by rubber, and in general construction of metal dentures, crown and bridge work, and ceramics.

The Senior work consists of a practical course, embracing the swaging of plates, teeth attached by soldering, clasps, porcelain work, advanced bridge work, removable bridges, and the detailed construction of all work in prosthetic dentistry.

The work of the Department is under the immediate supervision of the associate professor.

Subject.	Year.	Hours.
Prosthetic Technics .....	I, II, III, IV	384

#### CROWN AND BRIDGE-WORK, GOLD INLAY, AND PORCELAIN

JAMES WALTER BERNHARD, D.D.S.....	Associate Professor
HEILMAN BECKER, D.D.S.....	Associate Professor
VERNON J. LOHR, D.D.S.....	Associate Professor

Instruction in this course is systematically given by lectures and clinics. The course in technic extends through all four years.

Students are taught the principles and practice of inlay work, porcelain crowns, high and low fusing bodies, the use of the electric and gas furnaces.

The subject of Metallurgy taught in the metallurgical laboratory will be reviewed and an extended didactic quiz course will be given in metals, alloys, and amalgams which are used in dentistry.

Subject.	Year.	Hours.
Crown and Bridge-Work .....	III, IV	320

#### PHYSICS, TECHNICAL DRAWING AND DENTAL RHETORIC

This department is under the supervision of the Associate Professor of Physics.

##### PHYSICS

THOMAS B. BROWN, Ph.D.....	Associate Professor
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The course parallels that given to students in the Arts and Science Department of the University, except those in Engineering, and includes both didactic and laboratory work on mechanics, heat, light, sound, and electricity. Particular attention is paid to those phases of the subject that are of importance in dentistry.

Subject.	Year.	Hours.
Physics .....	I	192

##### TECHNICAL DRAWING

ALBERT BURNLEY BIBB, A.M. ....	Professor
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A brief course in elementary free hand work is given.

Subject.	Year.	Hours.
Technical Drawing.....	I	48



## DENTAL RHETORIC

WILLIAM ALLEN WILBUR, A. M., Litt.D. .... Professor

This course parallels English I in the Arts and Sciences Department, being a study of the principles of self-expression through language, with practice in composition, principally on themes of interest in Dentistry.

Subject.	Year.	Hours.
Dental .....	I	96

## CLINICAL FACILITIES

The following hospitals are open to the students of this school for clinical study, and are extensively used for that purpose:

## UNIVERSITY HOSPITAL AND THE UNIVERSITY DISPENSARY

*H Street, between Thirteenth and Fourteenth Streets N. W., and adjacent to the Medical and Dental Building.*—The Hospital and Dispensary are part of the educational equipment of the University. They are integral parts of the Medical and Dental Schools, are entirely controlled by the Faculty of Medicine and Dentistry, and are used primarily in instructing the students in clinical work. The Dispensary has a large out-patient service in all departments, to which several thousand visits are made annually.

The staff is composed of members of the Faculty of Medicine and Dentistry.

## EMERGENCY HOSPITAL AND CENTRAL DISPENSARY

*1711 New York Avenue.*—This hospital has 100 charity beds, and has a very large out-patient service. The large emergency service gives exceptional facilities in clinical surgery, particularly in fractures and dislocations which are taught in regular clinics by the clinical professor in this subject.

## CLASSIFICATION AND ADVANCEMENT OF STUDENTS

Students are divided into four classes, according to their proficiency and the time spent, viz.: first year, second year, third year and fourth year.

*Proficiency* in all subjects is marked on a scale of 100. The passing grade in each subject is 75.

*Examinations* are held at the end of the course in each subject. Students who fail to appear at a regular examination will not be examined until the next regular examination except by special

permission of the Advisory Committee of the Faculty. For special examinations, a fee of five dollars will be charged for each subject.

To be *advanced*, a student must not be conditioned in more than one major or two minor subjects. It is recommended that students advanced conditioned remove their conditions in the September examinations. Students advanced conditioned must remove all such conditions before they can be again advanced.

A student who fails to remove a condition or failure within twelve months from the time it was incurred, shall automatically be dropped from the school.

Students who are conditioned in more than one major or two minor subjects, will not be given re-examinations in the September examinations except by special permission of the Advisory Committee of the Faculty.

Students who fail of graduation because of deficiency in but one major or two minors, if approved by the Advisory Committee of the Faculty, may be re-examined in the September examinations for graduation. Students who are allowed this privilege, will be required to take such examinations as the Advisory Committee may direct.

Students who fail of advancement or graduation will be required to repeat a year, taking such subjects as may be directed by the Advisory Committee of the Faculty.

Students who fail of advancement after repeating any one of the first three years or who fail of graduation after repeating the final year, will not be permitted to maintain their connection with the school.

A condition (a grade between 60 and 75%) which is not removed within 30 days of the opening of the regular school year, automatically becomes a failure and can then only be removed by repetition of the course.

A failure (any grade below 60%) may not be removed except by a repetition of a course or additional work as outlined by the Advisory Committee of the Faculty.

#### REQUIREMENTS FOR GRADUATION

Every candidate for the degree of Doctor of Dental Surgery must be at least twenty-one years of age and of reputable character. He must have complied with the admission and other requirements herein set forth. He must have attended at least 85 per cent of all required instruction during four sessions of 32 weeks each in four separate years; must have satisfactorily completed all his courses and passed all his examinations. He must



be present at the time specified for the final examinations, and also at Commencement. The degree is not conferred in the absence of a candidate except by special consent of the President's Council. Graduates of other accredited colleges who desire degrees must spend one year in residence at this school.

Candidates who in their work and examinations attain general averages of 90 or more will be presented to the Faculty for consideration with reference to being designated as "having graduated with distinction." If in the opinion of the Faculty such candidates have shown themselves to be possessed of more than ordinary merit, they will have inscribed upon their diplomas beneath their degree the words "with distinction."

#### FEES AND CONTINGENT EXPENSES

Registration fee on entrance.....	\$ 5
Registration fee each subsequent year.....	2
Tuition each year.....	150
Graduation fee.....	10
Breakage fee.....	10
Supplementary examinations, each.....	5

This includes all laboratory fees and charges for material used in practical anatomy. Students will, however, be required to pay all charges for injury to microscopes, apparatus and other college property.

For each year, certain books and instruments are necessary, which each student will be required to purchase in accordance with published lists.

All breakage and loss not directly traceable to the individual student is assessed pro rata, and any unforfeited balance will be returned to the student at the expiration of the course.

Persons not candidates for the degree of Doctor of Dental Surgery who take courses in Histology, Bacteriology or Pathology will be charged a fee of \$6.00 for the use of the microscope in each of these courses. Should such a student take more than one of the courses mentioned in any one school year, he will be charged a single fee of \$6.00 for microscope rental.

Students who elect to take the regular four year course in five years will be required to pay the full tuition for the first four years and will receive the fifth year without further charge.

Persons are allowed to register as auditors for the tuition fees without being required to take active part in the exercises or to pass examinations but no credit will be allowed for such attendance.

No registration will be accepted for less than a full half-year, and no change in the courses undertaken at the time of registration will be made unless approved by the Dean. Registration in the Dental School is for a period not to exceed one year at a time, and acceptance by the School of a student's registration fee does not in any way obligate the School to accept that student for any subsequent year.

Registration, other fees and deposits are due in full in advance. Tuition may be paid in eight monthly installments in advance. Students who are unable to pay their fees monthly in advance will be required to file an acceptable personal or corporate bond of \$200 as security for future payment. In every instance all indebtedness must be discharged on or before May 1 of the current school year. All fees are payable at the office of the Treasurer, 2024 G Street, or at the office of the Dental School, 1335 H Street.

Students will be required to purchase the necessary text books and instruments for the particular year in which they may enter.

#### WITHDRAWALS

*Withdrawals will be granted only on recommendation of the Dean and the approval of the President.*

A certificate of work actually done will be given to any student granted a withdrawal or a transfer to another school during the session. A written request for withdrawal or transfer must be filed with the Dean and no permission to withdraw or transfer, and no certificate of work done will be given a student unless all fees and dues chargeable against him up to the end of the month in which he withdraws have been paid.

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For catalogues, application blanks, and further information,  
address

THE DEAN,  
Dental School, George Washington University,  
1335 H Street N. W., Washington, D. C.



## LAW SCHOOL

### FACULTY

WILLIAM MILLER COLLIER, A.M., L.L.D., President of the University A.B., 1889, A.M., 1892, L.L.D., 1918, Hamilton College; L.L.D. 1917, George Washington University; Referee in Bankruptcy for Northern District of New York, 1898-99; *Editor, American Bankruptcy Reports*, Vols. 1-12, 1899-1905; Lecturer on the Law of Bankruptcy, 1903-05, New York Law School; Special Assistant Attorney General of the U. S. and Solicitor of the Department of Labor, 1903-05; American Minister Plenipotentiary and Envoy Extraordinary to Spain, 1905-09; Chief of American Delegation (with rank of Minister Plenipotentiary to the International Conference at Christiania, to frame a government for the islands of Spitzbergen, 1914; Lecturer in International Law, New York Law School, 1912-18; Lecturer in International Law, Wells College, 1915-16; Lecturer on the Law and Practice of Diplomacy, George Washington University, 1916-18; President, George Washington University, 1918.

MERTON LEROY FERSON, A.M., LL.B., Dean and Professor of Law Ph.B., 1900, LL.B., 1901, A.M., 1905, State University of Iowa; Professor of Law, 1915-16, State University of Iowa; Assistant Professor of Law, 1911-14, Professor of Law, 1914—George Washington University; Acting Dean of the Law School, 1917-18; Dean of the Law School 1918—George Washington University.

WALTER COLLINS CLEPHANE, LL.M., .....Professor of Law LL.B., 1889, LL.M., 1890, George Washington University; Professor of Law, 1899—George Washington University.

EDWIN CHARLES BRANDENBURG, LL.M. ....Professor of Law LL.B., 1890, LL.M., 1891, George Washington University; Professor of Law, 1899—George Washington University.

ARTHUR PETER, LL.B., .....Professor of Law LL.B., (with distinction), 1893, National University Law School; Lecturer in Law, 1899-1900, National University Law School; Assistant Professor of Law, 1900-1901; Professor of Law 1901—George Washington University.

- JOHN PAUL EARNEST, A.M., LL.M. .... Professor of Law  
A.M., 1890, Pennsylvania College, LL.B., 1888, LL.M., 1890,  
George Washington University; Professor of Law 1902—  
George Washington University.
- WENDELL PHILLIPS STAFFORD, A.M., LL.D. .... Professor of Law  
LL.B., 1883, Boston University Law School; A.M., 1901, Dart-  
mouth College; LL.D., 1909, Georgetown University; Litt.D.,  
1913, Middleburg College; Litt.D., 1916, George Washington  
University; Professor of Law, 1909—George Washington Uni-  
versity.
- JOHN WILMER LATIMER, LL.B. .... Professor of Law  
LL.B., 1897, George Washington University; Lecturer in De-  
partment of Arts and Sciences, 1906-1914; Clerk of the Moot  
Court, 1903-1909; Instructor in Practice, 1909; Assistant Pro-  
fessor of Law, 1910-1914; Professor of Law, 1914—George  
Washington University.
- \*ARCHIBALD KING, A.M., LL.B., ..... Assistant Professor of Law  
A.B. magna cum laude, 1903, A.M., 1904, LL.B., 1906, Harvard  
University; Assistant Professor of Law, 1914—George Wash-  
ington University.
- WILLIAM CABELL VAN VLECK, A.B., LL.B.,  
Secretary of the Law School and Assistant Professor of Law.  
A.B., (with distinction), 1908, LL.B., (with distinction), 1911,  
George Washington University; Instructor in Law, 1912-1916;  
Assistant Professor of Law, 1916—; Secretary of the Law  
School 1912—George Washington University.
- †CHARLES SAGER COLLIER, A.B., LL.B., Assistant Professor of Law  
A.B., summa cum laude, 1911, LL.B., 1915, Harvard University;  
Sheldon Travelling Fellow, 1911-12; Tutor in History, Govern-  
ment and Economics, 1916-17, Harvard University; Assistant  
Professor of Law 1917.—George Washington University; Lec-  
turer in Law, 1918-1919, Cornell University.
- MERRILL ISAAC SCHNERLY, A.B., J.D., Assistant Professor of Law  
A.B., 1911, J.D., cum laude, 1913, University of Chicago; As-  
sistant Professor of Law, 1917—George Washington Uni-  
versity.
- JOHN MONTEITH MCFALL, A.M., LL.B., Assistant Professor of Law  
A.B., 1904, College of Charleston; A.M., 1906, Columbia Uni-  
versity; LL.B., (with distinction), 1915, George Washington  
University; Assistant Professor of Law, 1918—George Wash-  
ington University.

\*On leave of absence. An officer in the American Expeditionary  
Forces in France.

†On leave of absence 1918-1919.



LOYD HALL SUTTON, S.B., LL.B., Associate Professor of Patent Law S.B., 1908, Massachusetts Institute of Technology; LL.B., (with distinction), 1913, George Washington University; Assistant Instructor in Marine Engineering and Steam Turbine Design, 1908-09, Massachusetts Institute of Technology; Instructor in Patent Law, 1914-1917, Associate Professor of Patent Law, 1917—George Washington University.

EDMUND MORRIS MORGAN, A.M., LL.B., Lecturer on Military Law. A.B., magna cum laude, 1902, A.M., 1903, LL.B., cum laude, 1905; Harvard University; Professor of Law 1912-1917, University of Minnesota; Professor of Law, 1917,—Yale University; Editor of Harvard Law Review, 1903-1905; Lecturer on Military Law, 1918-19, George Washington University.

FRED C. O'CONNELL, LL.M., ..... Clerk of the Moot Court LL.B., 1893, LL.M., 1894, George Washington University; Clerk of the Moot Court, 1917, George Washington University.

#### MOOT COURT OF APPEALS

HENRY BROWN FLOYD MACFARLAND ..... Chief Justice  
STANTON JUDKINS PEELE, LL.D. .... Associate Justice  
BRAINAED WARNER PARKER, LL.B. .... Associate Justice

#### LIBRARY

ARTHUR VAN METER ..... Assistant Librarian  
EUGENE UNDERWOOD ..... Assistant Librarian

#### GENERAL STATEMENT

History.—The Law School, established in 1865, is the oldest in the city of Washington. Its course of instruction for the degree of Bachelor of Laws originally requiring two years was increased in 1898 to three years. A year of graduate work was added in 1877 leading to the degree of Master of Laws. The curriculum has since been increased by a course of study leading to the degree of Master of Patent Law.

Member of Association of American Law Schools.—The law School was one of the group of law schools which in 1900 organized the Association of American Law Schools and it has remained a member of the Association since that time. This Association includes forty-eight of the most progressive law schools of the country and is committed to the policy of advancement in legal education. As this school maintains the standards of the Association, work certified by it is given a maximum of credit by other law schools of the country. This enables students who are

unable to complete their studies in Washington, to continue them at other institutions with a minimum loss of time and work.

**Purpose of Course.**—The School aims to give a thorough legal training to students whose education and maturity fit them to pursue serious professional study. Nearly sixty per cent of its students have had college training and their average age is over twenty-five years. A preliminary course in liberal arts is encouraged and the University permits the first year of law work to be counted as the fourth year of college work for the degree of Bachelor of Arts, thus enabling students to obtain both the academic and professional degrees in six years.

**Method of Instruction.**—The method of instruction followed is designed to instill correct modes of legal study, to train the mind in legal reasoning and to give a thorough grasp of fundamental legal principles. The student studies leading cases—the earlier cases which establish a principle, the later cases which show its qualifications. This study is supplemented by classroom discussion and instruction. Thus while the student is being trained to analyze and to discriminate, he at the same time masters the principles of law, sees the reasons on which they are based, and observes the influence on their development of successive, political, economic and social theories. The method is most practical. The student has always before him actual problems and their solution by the ablest judges of England and America. He begins under his teacher's guidance the work he must do when he enters practice. In no other way can the future lawyer acquire such power to solve the new problems arising from the rapidly changing social and economic conditions of life.

“The only way to clarify and simplify our law as a whole is to reach the lawyer in the making and mold his habits of thought by adequate instruction and training so that when he comes to the Bar he will have learned to think not merely in terms of law but in terms of jurisprudence. The living principle of the case system of instruction in our law schools is that the student is required by a truly scientific method of induction to extract the principle from the decision and to continually state and restate for himself a system of law evolved from its history. He is thus preparing not merely to accept formally dogmatic statements of principles but to receive and assimilate and make his own the systematic thought and learning of the world in the science of jurisprudence. With a Bar subjected generally to that process of instruction, the more general systematic study of jurisprudence would follow naturally and inevitably, and the influence of that study would be



universal; and from that condition would evolve naturally the systematic restatement of our law, by men equal to that great work."<sup>a</sup>

This inductive case system is the antithesis of the lecture and illustrative case method which is often mistaken for it. The case method is now used in over eighty per cent of the schools in the Association of American Law Schools.

The substantive law is taught almost wholly by professional teachers employing the case method and giving all their time to the school; the practice courses are conducted by lawyers and judges in active practice.

Scope of Course.—The course of study is not local in its scope but constitutes a thorough preparation for the practice of law in any English speaking jurisdiction. It satisfies the professional study required for admission to the Bar examinations of the District of Columbia and all other jurisdictions of the United States. The school has conferred over 2,500 degrees, and its graduates are now practicing in every state of the Union.

#### ADVANTAGES OF WASHINGTON FOR THE STUDY OF LAW

The city of Washington has unusual attractions for students and particularly for students of law. It lies between the North and the South. It is a residential city of rare beauty, and its population is drawn from all over the United States. The library facilities of the city, both general and legal, are unexcelled. It is unique in the extent of its legal machinery. It is the seat of Congress, the Supreme Court of the United States, the Department of Justice, the United States Court of Claims, the United States Court of Customs Appeals, and of the District of Columbia Court of Appeals, Supreme Court and Municipal Courts, which exercise the dual function of state and federal courts. By attending the sessions of these various bodies students can familiarize themselves with all branches of legal procedure and keep in touch with current legal thought while pursuing their studies.

#### LOCATION

The Law School occupies the entire fifth and sixth floors of the New Masonic Temple, corner of New York Avenue, Thirteenth and H Streets N. W., and is easily accessible from all parts of the city. The quarters are well equipped with commodious class rooms, moot court rooms, offices, the law library, and a students room.

<sup>a</sup> From the address of Hon. Elihu Root, President of the American Bar Association, August, 1916.

## LIBRARY

A well-equipped working library comprising 7500 volumes, is open to students from 8.30 a.m. to 10 p.m. Competent librarians are in charge and will give students assistance in the use of books.

The library contains the complete decisions of the highest courts of forty-six states and the District of Columbia, the complete reports of the United States Supreme Court and the other federal courts, the complete National Reporter Reports, the Century, Decennial, Key number and United States Supreme Court Digests, the various encyclopedias of law, the Lawyers Reports Annotated, the American Decisions, American Reports and American State Reports, the English Common Law and Chancery Reports, the English Reprint, the English Law Reports and Law Journal Reports since 1865 and about 800 standard text books and legal periodicals.

In addition to these facilities the students have free access to the Congressional Library and other public libraries.

## ACADEMIC YEAR AND REGISTRATION

The academic year 1919-20 begins Wednesday, September 24, closes Wednesday, June 2. The year is divided into two half-years, the second beginning February 2. The course is so arranged that a student may enter the second half-year and be graduated three years from that time, receiving his degree at the Winter Convocation held on or about February 22, of each year.

Students are urged to register at the beginning of the half-year. Those who register later than three weeks after the opening of the half-year, will be restricted to registration for such work only as in the opinion of the faculty they can successfully carry.

## HOURS OF INSTRUCTION

The hours of instruction are 7.50-8.40 a. m., 9.00 a. m.-12.00 m., and 5.10-6.50 p. m. Many of the courses are duplicated, so that a student may, if he so desires, confine his work largely either to the forenoon or to the afternoon. Students who desire, or are compelled by circumstances, to support themselves by employment in the Government Service or elsewhere, or who desire to obtain practical experience in an attorney's office in addition to their work in law school, will find this arrangement of hours especially desirable. Such students may complete the full course for the degree, confining their attendance entirely from 5.10-6.50 p.m., or attending partly from 7.50-8.40 a. m., and partly from 5.10-6.50 p. m.



## ADMISSION

Both men and women are admitted to the Law School.

I. *For the Degree of Bachelor of Laws.*—The requirements for admission to the course leading to the degree of Bachelor of Laws may be satisfied in either of the following ways:

a. By the presentation of a diploma or certificate of graduation from the classical, scientific or equivalent course of a college or university.

b. By the presentation of certificates from a college or university, or from an approved high school or preparatory school, showing the successful completion of at least fifteen high school units, which are broadly equivalent to a four year high school course. A unit represents approximately one year of study of a major subject in a high school. Applicants qualifying for admission under this requirement must be at least eighteen years of age. Those presenting high school credits only should have them certified on the blank forms which they may obtain from the Secretary of the Law School.

The fifteen units may be made up from the following subjects: (The Roman numerals indicate the year of study in the subject).

<i>Subjects</i>	<i>Units</i>
English I, II, III, IV .....	4
Latin, Elementary, I, II .....	2
Advanced, III, IV .....	2
Greek, Elementary, I, II .....	2
Advanced, III .....	1
French, Elementary, I, II .....	2
Advanced, III, IV .....	2
German, Elementary, I, II .....	2
Advanced, III, IV .....	2
Spanish, Elementary, I, II .....	2
History, Ancient .....	1
Mediaeval and Modern European .....	1
English .....	1
American .....	1
Mathematics	
Algebra, Elementary and Intermediate .....	1½
Advanced .....	½
Geometry, Plane .....	1
Solid .....	½
Plane Trigonometry .....	½

## Science

Physics .....	1
Chemistry .....	1
Physiography .....	1
Biology .....	1
Botany .....	$\frac{1}{2}$
Zoology .....	$\frac{1}{2}$
Political Economy .....	$\frac{1}{2}$
Civil Government .....	$\frac{1}{2}$

## Commercial High School Subjects

Accounting and Finance .....	1
Bookkeeping .....	1
Business Organization .....	1
Commercial Law .....	1
Commercial History .....	$\frac{1}{2}$
Commercial Geography .....	$\frac{1}{2}$
Government and Industrial Problems .....	1

II. *For the Degree of Master of Laws or Master of Patent Law.*—Candidates for these degrees must be at least twenty-one years of age and hold the degree of Bachelor of Laws from an institution substantially complying with the requirements of the Association of American Law Schools.

III. *As Special Students.*—Persons who can not qualify as candidates for a degree but are over twenty-one years of age and have had such educational training and practical experience as should enable them to pursue satisfactorily the study of law, may be admitted as special students by consent of the Dean.

## ADVANCED STANDING

Students from other law schools which substantially comply with the requirements of the Association of American Law Schools will receive equivalent credit, not exceeding two years' work. Such students must have been qualified to enter this school when they began the study of law. The right is reserved to refuse such credit, in whole or part, save conditionally or after examination, and credit given may be withdrawn for poor work.

Applicants of whom examination may be required, can take the regular examinations or those held at the beginning of each academic year. (See examinations.)

No credit will be given for studies pursued in a college or high school before entering on the regular study of law, or in a law office.



## SUBJECTS OF INSTRUCTION

The course of instruction extends through a period of at least three years. For the degree of Bachelor of Laws twelve hours class work a week are necessary to complete the course in three years. Ten hours a week for a year in subjects not counted towards the Bachelor's degree, are required for the degree of Master of Laws or Master of Patent Law.

The subjects marked with an asterisk are prescribed for the degree of Bachelor of Laws. The student may elect the remainder of his subjects. Third-year students may elect subjects of the second year not previously studied. The selection of the subjects must be made in all cases within ten days after the beginning of the half-year.

Students devoting their whole time to the study of law may, with the permission of the Dean, take work not exceeding fifteen hours a week. Excess credits may be applied toward the degree of Master of Laws or Master of Patent Law. Students with substantial outside employment may not register for more than twelve hours and are urged to carry less, and to devote more than three years to the course.

## FIRST YEAR SUBJECTS

\*COMMON LAW ACTIONS. *One hour first half year.* Introductory to study of law. Substantive and adjective law; courts; steps in an action; original writ; scope of formed actions; growth of new actions; development of law. *Sunderland's Cases on Common Law Pleading.* MR. VAN VLECK.

\*CONTRACTS. *Three hours.* Simple contracts; offer, duration and termination thereof; acceptance; consideration; contracts under seal, including thereunder formalities of execution, delivery and consideration; parties affected by contracts: beneficiaries; assignees; joint obligors and obligees; performance of contracts: express and implied conditions; impossibility. *Williston's Cases on Contracts.* MR. FERSON.

CRIMINAL LAW AND PROCEDURE. *Three hours second half year.* Sources of the criminal law; intent and act; attempts; insanity as a defense; historical development of crimes and statutory changes. The arrest; bail; the grand jury; the indictment; trial; pleas; modification of early practice, and statutory changes. *Mikell's Cases on Criminal Law and Procedure.* MR. EARNEST.

\*EQUITY I. *Two hours second half year.* The nature and underlying principles of equity; specific performance of affirmative and

\* Prescribed Subjects.

negative contracts; relief for and against third persons under contracts, especially under contracts relating to the use of land. *Ames' Cases on Equity Jurisdiction, Volume I.* MR. MCFALL.

\*PERSONAL PROPERTY. *Three hours first half year.* Distinction between personal and real property; nature of and rights based upon possession; some methods of acquiring title to chattels; liens and pledges; conversion. *Warren's Cases on Property.* MR. VAN VLECK.

PRINCIPLES OF LEGAL LIABILITY. *Three hours first half year.* Nature of an act; causation of injury; proximity or remoteness of injury as affecting tort or criminal liability of the actor; effect of interposition of other causes including natural forces and acts of animals and human beings; excuses for acts causing injury including duty, public authority, defence of person and property and consent of injured person. *Beale's Cases on Legal Liability.* MR. MCFALL.

\*REAL PROPERTY I. *Two hours second half year.* Feudal tenure and incidents; estates in land; co-tenancy; future interests; seisin; creating and transferring estates; uses; incidents of ownership. *Warren's Cases on Property.* MR. SCHNEELY.

\*TORTS. *Two hours.* Negligence; duty of care of occupant of land toward those coming on it; trespass to the person, to real and personal property; contributory negligence; liability for fire or explosives; liability of owner of animals; deceit; libel and slander; malicious prosecution; unfair competition; strikes and lock-outs. *Pound's Cases on Torts.* MR. VAN VLECK.

## SECOND YEAR SUBJECTS

†AGENCY. *Three hours first half year.* Requisites for creation of the agency relation; power of the agent to subject the principal to tort, criminal and contract liability to third persons; responsibility of the agent to third persons; liabilities in case of undisclosed principal; duties of principal and agent inter se; delegation of powers by the agent; ratification; termination of agency. *Wambaugh's Cases on Agency.* MR. FERSON.

\*BILLS AND NOTES. *Three hours second half year.* Form and essential requisites of negotiable instruments; delivery; indorsement; liability of maker, acceptor, drawer, indorser, and of person transferring by delivery. *Colson's Hufcut's Cases on Negotiable Instruments.* MR. FERSON.

\* Prescribed Subjects.

† Not given year 1918-19.



\*COMMON LAW PLEADING. *Two hours first half year.* The declaration, necessary allegations, separate counts, joinder of causes; pleas, the common traverse, the special traverse, the general issues, confession and avoidance, estoppel, abatement; replications; amendment, aider and replender. *Stephen on Pleading.* MR. CLEPHANE.

†DOMESTIC RELATIONS. *Two hours half year.* Marriage, divorce and separation; personal and property rights and liabilities of husband and wife; parent and child; infancy. *Woodruff's Cases on Domestic Relations* (2d ed.). MR. VAN VLECK.

\*EQUITY II. *Two hours first half year.* A continuation of the study of the rules regulating specific performance of contracts including the doctrine of equitable conversion, and the more important defenses to a specific performance such as the statute of frauds, fraud, hardship, misrepresentation and concealment. *Ames' Cases on Equity Jurisdiction, Volume I.* MR. MCFALL.

EQUITY III. *Two hours second half year.* Bills of interpleader; bills of peace; bills Quia Timet; cloud on title; reformation and rescission; mistake of law and mistake of fact. *Ames' Cases on Equity Jurisdiction, Volume II.* JUSTICE STAFFORD.

\*EVIDENCE. *Three hours first half year.* Judicial notice; burden of proof and presumptions; admissions and confessions; character; opinion evidence; the hearsay rule and its exceptions; the privileges and disqualifications of witnesses; the examination of witnesses; writings. *McKelvey on Evidence, Thayer's Cases on Evidence.* MR. PETER.

INSURANCE. *Three hours second half year.* Marine, fire and life insurance; validity of the policy as affected by insurable interest; concealment; representation; warranty and other matters; rights of the insured and of the insurer under the policy; rights of assignees and beneficiaries. *Wambaugh's Cases on Insurance.* MR. MCFALL.

MILITARY LAW. *Three hours first half year and two months in second half year.* Military jurisdiction. The primitive articles of war, courts-martial, military persons, Government's civil liability for contracts and torts by military persons, effect of war on civil rights and liabilities, army organization and administration. *Manual of Courts-martial, and Wigmore's Source Book on Military Law.* LIEUT.-COL. MORGAN.

\* Prescribed Subjects.

† Not given year 1918-19.

**QUASI-CONTRACTS.** *Two hours second half year.* Obligations imposed by law which are enforceable by action of assumpsit. *Thars-ton's Cases on Quasi-Contracts.* MR. VAN VLECK.

\***REAL PROPERTY II.** *Two hours.* Rights in another's land; profits, easements, licenses, covenants running with the land; acquisition of Real Estate Inter Vivos; accretion, adverse possession, prescription, conveyancing, covenants for title, estoppel by deed; dedication. *Warren's Cases on Property and Gray's Cases on Property (2d Ed.) Volume III.* MR. SCHNEBLY.

†**SALES.** *Three hours second half year.* Subject matter of a sale of personal property; the passing of title as affected by the goods being specified or unspecified, the contract being executed or executory, the use of documents of title, and shipments c.o.d.; effect of fraud and of retention of possession; rights and remedies of the seller; rights and remedies of the buyer. *Williston's Cases on Sales (2d ed.).*

### THIRD YEAR SUBJECTS

**BANKRUPTCY.** *Two hours second half year.* History of the law; jurisdiction and procedure in Courts of Bankruptcy and before Referees; effect upon civil litigation of bankruptcy proceedings; voidable preferences; jurisdiction over appeals, etc. MR. BRANDENBURG.

**CONFLICT OF LAWS.** *Two hours.* Jurisdiction; of law over persons and things; of courts, in rem, in personam, quasi in rem, and for divorce; creation and enforcement of foreign rights; limitations and enforcement of such rights; remedies, including rights of action and procedure; particular classes of rights, including personal rights, property rights, tort rights, contract rights; administration of estates. *Lorenzen's Cases on Conflict of Laws.* MR. VAN VLECK.

**CONSTITUTIONAL LAW.** *Two hours.* Legislative, executive and judicial powers; the relation of nation and states; District of Columbia and territories; the contract clause; ex post facto laws; fourteenth amendment; commerce clause, etc. *Wambaugh's Cases on Constitutional Law.* MR. MCFALL.

\***CORPORATIONS.** *Two hours.* The course aims to deal with all general principles of corporation law including the corporation's

\* Prescribed Subjects.

† Not given year 1918-19.



relations with the state, its promoters, its stockholders, and its creditors, and the rights and obligations arising therefrom. *Warren's Cases on Corporations* (2d ed.). MR. SCHNEELY.

EQUITY PLEADING AND PRACTICE. *One hour second half year.* Parties; process; bills; demurrers; answers; pleas; disclaimers; cross-bills; replications; amendments; practice; injunctions; receivers. *Jones on Equity Pleading and Practice.* MR. CLEPHANE.

FEDERAL PROCEDURE. *Two hours first half year.* Source of Federal jurisdiction; the law as administered by Federal Courts; jurisdiction and procedure; appellate jurisdiction of Circuit Court of Appeals and Supreme Court of the United States; practice in Court of Claims, and other Federal Courts. MR. BRANDENBURG.

LEGAL BIBLIOGRAPHY AND BRIEF MAKING. *One hour first half year.* Where and how to find the law; how to use decisions and statutes; trial brief; appeal brief. JUDGE LATIMER.

LEGAL TACTICS AND ETHICS. *One hour first half year.* Duties of attorneys; ethics; office practice; common law practice; summary judgments; attachments; examination of witnesses; appellate practice; extraordinary legal remedies. MR. CLEPHANE.

\*MOOT COURT. *Two hours.* Pleadings; trials before judge; trials before jury; extraordinary remedies; appellate work. There are three nisi prius courts, Equity, Circuit, and Criminal, and a Court of Appeals. The proceedings are conducted as in a regular court. Statements of fact are furnished the students who must determine the court in which to sue, frame their pleadings, and conduct the cases to a conclusion in accordance with the rules of actual practice. MESSRS. CLEPHANE AND EARNEST AND JUDGE LATIMER.

ORGANIZATION AND MANAGEMENT OF CORPORATIONS. *One hour second half year.* Promotion; selecting domicile; capitalization; charter; by-laws; meetings; stockholders; directors; officers; stock; bonds; voting trusts. *Clephane on the Organization and Management of Corporations.* MR. CLEPHANE.

PARTNERSHIP. *Two hours first half year.* Formation; title to partnership property; partnership liability; rights and duties of partners inter se; rights and remedies of creditors. *Ames' Cases on Partnership.* JUSTICE STAFFORD.

\*Prescribed Subject

**PATENT LAW (SUBSTANTIVE) AND PATENT OFFICE PRACTICE.** *Two hours.* Substantive Patent Law; Subjects of patents; invention; anticipation; statutory bars; utility; parties; reissues; disclaimers; extent of monopoly; state and federal regulation; transfers of title; licenses; construing claims; infringement. Patent Office Practice; Attorneys; application papers; examinations; amendments; division; double patenting; interferences; interference practice; appeals; abandonment; renewals; public use proceedings; issue. MR. SUTTON.

**PATENT LAW PRACTICE.** *Second half year.* Trial of patent law cases in moot court. MR. SUTTON.

**PREPARATION OF LEGAL INSTRUMENTS.** *One hour second half year.* Contracts; deeds; acknowledgement and proof of deeds; mortgages and deeds of trust; leases; bills of sale; chattel mortgages; release of mortgages or deeds of trust; powers of attorney; assignments; wills. JUDGE LATIMER.

**PUBLIC SERVICE COMPANIES AND THE INTERSTATE COMMERCE ACT.** *Two hours.* An introductory consideration of the rights, liabilities and duties of public service companies in general, followed by a more minute study of the duties and obligations of carriers including those of interstate carriers as regulated by the Interstate Commerce Act. *Beale's Cases on Carriers (2d Ed.); Wyman's Cases on Public Service Companies (2d. Ed.); Frankfurter's Cases Under the Interstate Commerce Act.*

**SURETYSHIP.** *Two hours second half year.* Nature of the contract; kinds of suretyship; the statute of frauds; surety's defenses based on the absence, suspension or discharge of the primary obligation, or on conduct of the creditor prejudicial to the surety; effect of notice of revocation by or death of the surety; subrogation; exoneration. *Ames' Cases on Suretyship.* MR. SCHNEELY.

**TRUSTS.** *Two hours.* The nature of a trust as distinguished from debt, bailment, equitable charge and executorship; the requisites for the creation of a trust including trustee, cestui que trust, object, consideration and the effect of the Statute of Frauds; the nature of the cestui's interest; the transfer of trust property by act of the parties, by death, by marriage, by insolvency and acts of creditors; the duties of the trustee in the administration of his trust. Resulting and constructive trusts. *Ames' Cases on Trusts.* MR. FERGUSON.

† Not given 1914-15.



**WILLS AND ADMINISTRATION.** *One hour, first half year.* History of wills: The right to make a will; what is disposable under a will; form, execution and attestation; revocation; who is entitled to administer upon an estate; distribution of an intestate's personalty; descent of realty; probate; letters testamentary and of administration; duties of executors and administrators. MR. PETER.

**INTERNATIONAL LAW.** *Two hours.* A course on International Law and Diplomacy offered by the Faculty of Arts and Sciences. ADMIRAL STOCKTON, PROFESSOR HILL.

#### SUMMER SESSION

A limited number of subjects are offered at the Summer Session. The purpose of this session is to lighten or supplement the work of the regular session by enabling students to take subjects usually taken in the regular session. These subjects may also be availed of to shorten the period of study for a degree. Students may begin the study of law at the Summer Session. The subjects offered in the summer session of 1919 (June 23 to August 6) will be Personal Property, Principles of Legal Liability, Insurance, Municipal Corporations, Domestic Relations and Suretyship. See announcement of the summer session, 1919.

#### PUBLIC SPEAKING AND DEBATING

Excellent facilities for training in public speaking and parliamentary law are afforded by the Columbian Debating Society, which has been organized in the Law School, and meets weekly for debate. Membership in this Society is optional, but its work is encouraged by the Faculty, and students are advised to take part in its exercises.

Intercollegiate debates are also held. Membership on the teams which represent the University in these contests must be won in preliminary contests held for such purpose. These debates are conducted under the supervision of a committee of the University Faculty.

#### ATTENDANCE, RECITATIONS, EXAMINATIONS, GRADES AND ELIMINATION OF STUDENTS

*Attendance and Recitations.*—No student except by special permission of the Dean, will be allowed to take an examination in any subject unless he shall be regularly registered and have been in regular attendance upon the classes and have done all the work required in the course of instruction upon that subject. A student who is absent over ten per cent of the class hours in any

subject will be denied credit unless his absences are excused by the Dean.

*Regular Examinations.*—Written examinations are held at the close of the first half-year in subjects which are then completed and at the close of the year in all other subjects. All students are required to take the regular examinations in the subjects pursued, unless excused by the Dean.

*Grades.*—At all examinations the grading of students will be indicated by the letters A, B, C, D, E, and F, representing respectively Excellent, Good, Satisfactory, Fair, Conditioned and Failed. A student receiving the grade F (failed) in any subject will be required to repeat the class work. A student receiving the grade of E (conditioned) in any subject will be required to repeat the class work unless he pass the next regular examination for the removal of conditions with a grade or at least C.

*Examinations for the Removal of Conditions.*—Regular examinations for the removal of conditions are held during the first week of each academic year. A special examination for the removal of conditions is held at the end of each academic year for the benefit of candidates for the Bachelor's degree who have been conditioned in not more than four hours during the first half of their last year. Application for permission to take these examinations must be made in writing to the Secretary of the Law School not later than three days before the date for which the examination is scheduled.

*Elimination of Students.*—Students, regular or special, whose work is unsatisfactory are required to withdraw from the school. The instructors of the first year class are a committee to examine the students' records, with power to warn, to place on probation, and to refuse reregistration to any student whose work is deemed unsatisfactory. This committee examines the records of all students immediately after the mid-year examinations and again after the final examinations.

#### DEGREES

1. *Bachelor of Laws.*—The degree of Bachelor of Laws will be conferred upon regular students who have studied law for a period of at least three years and passed satisfactory examinations with an average grade of at least "C" on required and elective subjects aggregating thirty-six year hours, and whose attendance and conduct have been satisfactory to the Faculty.

The degree of Bachelor of Laws with distinction will be awarded to students whose average percentage in all subjects is equivalent to the grade of A.



2. *Master of Laws.*—The degree of Master of Laws will be conferred upon students who have completed the work in subjects not counted for the Bachelor of Laws degree covering a minimum of ten hours a week with a grade of C or better and whose attendance and conduct have been satisfactory to the Faculty. The subject of International Law offered by the Faculty of Arts and Sciences may be counted towards this degree. The degree will not be conferred until one year after the receipt of the degree of Bachelor of Laws.

3. *Master of Patent Law.*—Students who have qualified for the degree of Master of Laws may elect instead the degree of Master of the Patent Law provided that they have included in their course the Patent Law subjects and Federal Procedure. This degree will not be conferred until one year after receipt of the degree of Bachelor of Laws.

Candidates for degrees who have been absent from school for two successive years shall be entitled to continue the course only on such terms as the Faculty may prescribe at the time of reentering.

Combination Six-years Course for Degrees of Bachelor of Arts and  
Bachelor of Laws

The University permits one year of professional work in the Law School to be counted towards an academic degree. The degree of Bachelor of Arts will be conferred on students who have completed three years of college work (45 units) including one of the four groups of subjects prescribed by Columbian College of the University, and the first year in the Law School; the degree of Bachelor of Laws on completing the whole six years of the combination course.

PRIZES

*The John B. Larner Gold Medal.*—A gold medal donated by Mr. John Bell Larner, Chairman of the Board of Trustees of the University, is awarded annually to that member of the graduating class who shall have attained the highest average grade in the entire course for the degree of Bachelor of Laws. Awarded 1917-1918 to Charles Orr Marshall.

*Herrick Prize.*—A prize of twenty-five dollars cash, donated by Samuel Herrick, Esq., is awarded annually to that member of the graduating class excepting the winner of the gold medal, who shall have attained the highest average grade in the entire work of the third year. Awarded 1917-18 to Gerald Vernell Weikert.

*Blackstone Institute Prize.*—A set of Modern American Law, donated by the Blackstone Institute is awarded annually to that member of the graduating class excepting the winner of the

Herrick Prize, who shall have attained the highest average grade in the entire work of the third year. Awarded 1917-18 to John A. Osoinach.

*The Ordronaux Prize Scholarship.*—A prize scholarship, known as "The Ordronaux Prize Scholarship," is awarded annually to that member of the second year class taking the regular course who shall have attained the highest average grade in the work of the second year. The recipient of this prize will be entitled to receive credit for tuition fees to the extent of ten hours work in his third year; library and diploma fees will remain payable. The award of this scholarship is purely personal and will not be commuted to a cash payment. The recipient of the scholarship must make use of it during the session next succeeding its award; otherwise it will be awarded to the person having the next highest grade. Awarded 1917-18 to Bessie Wooten Newsom.

*Phi Delta Phi Prize.*—The Marshall chapter of Phi Delta Phi Fraternity, which is the local chapter, offers a prize of twenty-five dollars cash, to be awarded annually to that member of the first year class taking the regular course who shall attain the highest average grade in the entire work of the year. Awarded in 1917-18 to Maxwell James.

*Ellsworth Prize.*—A prize of twenty-five dollars in gold, offered by Mr. Fitz von Briesen, called the "Ellsworth Prize," is awarded for the best work done by a student in the subject of Patent Law Practice. Awarded in 1917-18 to Hadley Fairfield Freeman.

*John Byrne and Company Prize.*—A prize offered by John Byrne and Company of Washington, D. C., of four volumes of their Legal Classics is awarded each year to the student attaining the highest grade in Real Property II. Awarded for 1917-18 to Thomas Claffey Lavery.

#### FEEES

*The following schedule of fees applies to all students who have matriculated in and been in attendance in the Law School prior to September 1, 1918.*

1. Matriculation fee (payable once).....\$ 5
2. Library fee (payable annually one-half at the beginning of each half year) ..... 3
3. Tuition fee per annum for each hour taken per week 10
4. Fee for graduation..... 10



*The following schedule of fees applies to all students entering the Law School for the first time after September 1, 1918.*

1. Registration fee (payable once upon first registration in the Law School) .....\$ 5
2. Tuition fee per annum for each hour taken per week 12
3. Fee for graduation..... 10

No registration will be accepted for less than a half-year, and no change in the courses undertaken at the time of registration will be made unless approved by the Dean. *Withdrawals during the half-year will be granted only on recommendation of the Dean and the approval of the President.*

#### PAYMENT OF FEES

Matriculation and library fees are due in advance. Tuition may be paid in eight monthly installments in advance, but will not be apportioned for part of a month. Students unable to pay their fees monthly in advance will be required to file an acceptable personal or corporate bond for \$200 as security for future payment. In every instance all indebtedness must be discharged on or before May 1, of the current school year. Fees are payable at the office of the Treasurer of the University, 2101 G Street, or of the Secretary of the Law School.

#### STUDENTS' EMPLOYMENT

The School endeavors to assist students in finding work to aid in their support. Many out-of-town students take the United States Civil Service examinations in their various states and secure positions in the Government departments in Washington, where the hours of employment enable them to pursue the law course in the afternoon. Information concerning these examinations may be secured from the Civil Service Commission at Washington.

There are also opportunities for private employment which will help pay expenses, but the applicant must be on hand to take advantage of them. Prospective students should have the means of support for at least a half year to give them time to secure positions. It is usually impossible to give definite aid until they come to the city.

For catalogues, application blanks and further information address

THE SECRETARY OF THE LAW SCHOOL,  
George Washington University.

## PART II

### STUDENTS IN THE UNIVERSITY

Names of students who have withdrawn or graduated are indicated by stars; those who have entered since February 15, 1919, by daggers.

### DEGREES CONFERRED, MISCELLANEA





## STUDENTS REGISTERED IN THE DEPARTMENT OF ARTS AND SCIENCES, 1918-1919

In the enumeration of undergraduate students the column of figures indicates the number of semester-hours of work taken by the student prior to the beginning of the current academic year, 1918-19, and completed without conditions, or credited on advanced standing in candidacy for a degree. In Columbian College 120 credits are required for graduation; in Teachers College, 124; in the College of Engineering, 140.

### SCHOOL OF GRADUATE STUDIES

#### IN ATTENDANCE

Beckwith, Angie Maria, [Mich.].....	1669 Columbia Road. A.B., 1904, University of Michigan.
†Campbell, John Alvin, [Pa.].....	4508 8th St., N. W. B.L., 1904, Westminster College; 1907, Allegheny Theological Seminary.
*Cook, Dorothy Elizabeth, [Colo.].....	3613 11th St., N. W. A.B., 1914, University of Denver.
Davis, Watson, [D. C.] .....	900 11th St., S. E. B.S., C.E., 1918, George Washington University.
*Drew, Nettie Victoria, [Oregon].....	The Cecil A.B., 1913, University of Oregon.
*Dzan, Linson Edward, [China].....	Chinese Legation. U. S. Military Academy, 1918.
†Farrington, Charlotte Raynsford, [D. C.]..	2518 17th St., N. W. A.B., 1909, George Washington University.
Geare, (Mrs.) Dorothy Smallwood, [D. C.] .....	2400 16th St. A.B., 1912, George Washington University.
Hall, Constance Sidney, [Md.].....	1761 Q St., N. W. A.B., 1917, Bryn Mawr College.
*Harrison, (Mrs.) Rebecca Smith, [N. C.].....	3610 Macomb St. Hazard, Irving Wallace, [N. Y.].....
	1739 H. St., N. W. B.S. in Chem., 1916, Syracuse University.
*Hindman, (Mrs.) Luna Pearle Parkhurst, [Mich.]	219 S St., N. W. A.B., 1910, University of Michigan.
*Holden, James H., [Okla.].....	1800 33rd St., N. W. B.S., 1917, University of Kansas.
Holmes, Harry Clyde, [Kansas]	Apt. 202, The Linville, 116 6th St., N. E. LL.B., 1916, Georgetown University.
Johnson, Otto Theophilus, [Vt.].....	3545 13th St., N. W. B.S. in E.E., 1914, University of Vermont.
Mason, Grace Dorothy, [Texas].....	3501 T St., N. W.



- A.B., 1914, Texas Christian University; A.M., 1918 Columbia University.  
 Miles, Helen Augusta, [D. C.].....1418 R. I. Ave., N. W.  
 B.S. in Chem., 1918, George Washington University.  
 \*Minear, Irene, [W. Va.].....412 10th St., S. W.  
 A.B., 1917, West Virginia University.  
 Saunders, Jeanette, [Ill.].....1443 Chapin St.  
 Ph.B., 1915 College of Wooster; M.A., University of Minnesota.  
 \*Shen, Yuan, [China].....730 22nd St., N. W.  
 A.B., 1918, Iowa State University.  
 †Spangler, Frank LeRoy, [Kansas].....3543 10th St.  
 Stearns, Orlo, [Md.].....Mt. Rainier, Md.  
 Summy, Ethel Isabelle, [D. C.].....1724 Kilbourne Place.  
 A.B., 1918, George Washington University.  
 \*Taylor, Margaret Randolph, [D. C.].....2013 G St.  
 B.S., 1910, George Washington University.  
 \*Taylor, Minnie W., [R. I.].....1438 N St., N. W.  
 A.B., 1913, A.M., 1916, Brown University.

## MASTER OF ARTS

- Bartholomew, (Mrs.) Pearl Huff.....1801 Columbia Road.  
 A.B., 1905, Indiana University. *Topics*—Major, Sociology; Minors, Sociology, English.  
 \*Brookhouse, John Albert Alfred.....2110 S St., N. W.  
 A.B., 1913, Mission House College; B.D., Princeton Theological Seminary. *Topics*—Major, English; Minors, Economics, History.  
 \*Chaney, (Mrs.) Bertha Shanks,  
 Washington Missionary College, Takoma Park, D. C.  
 B.S., 1896, Union College, Lincoln, Nebr. *Topic*—Education.  
 \*Chao, Chuan, [China].....1900 R St., N. W.  
 B.S., 1918, Wesleyan University. *Topics*—Major, Political, Science; Minors, Education, Economics.  
 †Chu, King, [China].....2108 H St., N. W.  
 A.B., Feb. 22, 1919, George Washington University. *Topics*—Major, Political Science; Minors, Education, Economics.  
 \*Condit, Lester David.....479 F St., S. W.  
 Major, Economics; Minors, Spanish, Political Science.  
 Costen, Alta, [Md.].....East Falls Church, Va.  
 A.B., 1917, George Washington University. *Topics*—Major, History; Minors, Economics, History.  
 Eldridge, Harriet Dayton, [D. C.].....2017 Park Road.  
 A.B., 1917, George Washington University. *Topics*—Major, English; Minors, History, Spanish.  
 \*Ficklin, Kroes, [Va.].....Alexandria, Va.  
 A.B., 1918, George Washington University. *Topics*—Major, History; Minors, English, Education.  
 Galeski, Alexandra L., [D. C.].....The Imperial Apts.  
 A.B., 1918, George Washington University. *Topics*—Major, English; Minors, Art, History.  
 Hanford, Florence Lillian, [Conn.].....3100 P St., N. W.  
 A.B., 1915, Smith College. *Topics*—Major, English; Minors, French, History.

- Haslup, Alice Elma, [D. C.].....2114 18th St., N. W.  
A.B., 1912, George Washington University. *Topics*—Major,  
Education; Minors, English, Spanish.
- \*Henry, Jerry Maurice, [Va.].....337 N. C. Ave., S. E.  
A.B., 1909, Bridgewater College. *Topics*—Major, History;  
Minors, Education, English. (Degree of A.M. conferred,  
February 22, 1919).
- Hock, (Mrs.) Irene Deswell Childrey, [N. J.].....The Ontario.  
A.B., 1918, George Washington University. *Topics*—Major,  
English; Minors, English, History.
- Jones, Rosalie Gardiner, [N. Y.].....Hotel Dewey.  
*Topics*—Major, Political Science; Minors, History, Economics.
- \*†Kebler, Victor Lyman, [D. C.].....1322 Park Road.  
A.B., 1918, George Washington University. *Topics*—Major,  
Economics; Minors, Chemistry.
- Knowles, Margaret Morton, [Va.].....East Falls Church, Va.  
A.B., 1916, George Washington University. *Topics*—Major,  
English; Minors, History, English.
- Koorie, Alexander Aziz, [N. J.].....2029 Hillyer Place.  
A.B., 1916, Franklin and Marshall College. *Topics*—Major,  
Education; Minors, History, Philosophy.
- Lennon, Marquis Lafayette, [Tenn.].....418 Winder Bldg.  
A.B., 1912, Union University, Jackson, Tenn. *Topics*—Major,  
Education; Minors, Political Science, Economics.
- Lindsey, Merritt Eugene, [N. Y.].....4013 14th St., N. W.  
Diploma, 1901, University of New York; B.Ped., 1902; B.S.,  
1904, Ohio Northern University. *Topics*—Major, Econo-  
mics; Minors, History, Political Science.
- †Lloyd, Leonilla Marie, [D. C.].....54 Manor House.  
A.B., Feb. 22, 1919, George Washington University. *Topics*—  
Major, Economics; Minors, History, Political Science.
- Lodge, James Edwin, [Md.].....Gaithersburg, Md.  
A.B., 1905, Richmond College. *Topics*—Major, English; Minor,  
Education.
- \*MacArthur, Nancy, [Mich.].....527 Shepherd St.  
S.B., 1907, University of Chicago. *Topic*—History.
- McCarteney, Summerfield, [Ala.].....3123 Dumbarton Ave.  
A.B., 1915, George Washington University. *Topics*—Major,  
Economics; Minors, Spanish, Economics.
- McGuire, Ollie Roscoe, [La.].....Cherrydale, Va.  
A.B., 1917, La. State University. *Topics*—Major, Political  
Science; Minors, Economics, English.
- Mace, Brice Martin, Jr., [D. C.].....1907 G St., N. W.  
A.B., 1908, Cumberland University, Lebanon, Tenn. *Topics*—  
Major, Economics; Minors, Economics, History.
- Moore, Frank Deane, [D. C.].....1324 Euclid St.  
A.B., 1918, George Washington University. *Topics*—Major,  
Geology; Minors, Chemistry, Naval Architecture.
- Mori, Kenkichi, [Japan].....2213 H St., N. W.  
*Topics*—Major, Political Science; Minors, Political Science,  
History.
- \*Nelson, Walter Alfred, [D. C.]  
18 Cedar Ave., Takoma Park, D. C.  
A.B., 1918, Washington Missionary College. *Topics*—Major,  
English; Minors, Economics, Political Science.



- Peirce, Lois Emma, [D. C.].....229 Pa. Ave., S. E.  
A.B., 1917, George Washington University. *Topics*—Major,  
Education; Minors, Philosophy, Philosophy.
- Reed, Edwin Cdarence, [D. C.].....2518 17th St., N. W.  
LL.B., 1913, Washington College of Law. *Topics*—Major,  
Economics; Minors, Economics, Sciology.
- Reeve, Felicia Ann, [D. C.].....1626 19th St., N. W.  
A.B., 1917, George Washington University. *Topics*—Major,  
French; Minors, French, Spanish.
- †Schoenfeld, Margaret Hertha, [D. C.].....3448 34th Place.  
A.B., 1918, George Washington University. *Topics*—Major,  
Economics; Minors, Economics, Political Science.
- Scott, Dorothy Berkshire, [D. C.].....16 Fifth St., S. E.  
A.B., 1915, University of Omaha. *Topics*—Major, Chemistry;  
Minors, Chemistry, Bacteriology.
- Shinn, Erwin Henry, [Ark.].....1735 F St., N. W.  
B.A., 1910, Arkansas University; B.S., 1916 Oklahoma A. &  
M. *Topics*—Major, Education; Minors, Philosophy, Agri-  
culture.
- Steger, Mary Evelyn, [D. C.].....1906 Florida Ave.  
A.B., 1918, George Washington University. *Topics*—Major,  
English; Minors, Education, Archaeology.
- Sullivan, Mary Ruth, [Va.].....127 3rd St., N. E.  
A.B., 1913, Fredericksburg College. *Topics* Major, Philosophy;  
Minors, Latin, Philosophy.
- \*Van Schaick, (Mrs.) Nellie K., [N. Y.]....1862 Mintwood Place.  
A.B., 1915, University of Michigan. *Topics*—Major, French;  
Minors, Spanish, English.
- Ventress, Harriet.....2238 Decatur Place.  
*Topic*—Economics.
- Warner, Harold Ellsworth, [D. C.].....914 Mass. Ave.  
A.B., 1913, George Washington University. *Topics*—Major,  
Education; Minor, Economics.
- Weber, (Mrs.) Angelia Washburn, [Colo.]...Battle Creek, Mich.  
A.B., 1912, Colorado State Teachers College. *Topics*—Major,  
Education; Minors, English, Education.
- Wheeler, Frances, [Kansas].....1445 Clifton St., N. W.  
A.B., Washburn College, Topeka, Kans. *Topics*—Major, Eng-  
lish; Minor, German.
- Willis, Warren Jennison, [Minn.].....Hydrographic Office.  
Graduate, 1912, U. S. Naval Academy. *Topics*—Major, Phi-  
losophy; Minors, Nautical Science, Chemistry.
- Wilson, Margery Evelyn, [Kans.].....1735 Lanier Place.  
A.B., 1918, George Washington University. *Topics*—Major,  
Political Science; Minors, History, English.
- \*Winchester, Almira Munn, [Canada].....506 E. Wardman Ct.  
B.S. in Ed., 1911, Columbia University. *Topics*—Major, Edu-  
cation; Minors, Philosophy, History.
- Yang, Yung-Ching, [China].....Chinese Legation.  
A.B., 1910, Soochow University. *Topics*—Major, Political  
Science; Minors, Political Science, History.
- \*Yeaton, Ernest E., [Maine].....909 13th St., N. W.  
Ph.B., 1914, Brown University. *Topics*—Minors, Chemistry,  
Economics.

## MASTER OF SCIENCE

- \*Burritt, Loren, [D. C.].....1855 Calvert St., N. W.  
B.S., 1917, Md. State College. *Topics*—Major, Chemistry;  
Minors, Bacteriology, Chemistry.
- \*Domovsky, Aaron, [D. C.].....1335 11th St., N. W.  
B.S., 1917, University of Minnesota. *Topics*—Major, Chemis-  
try.
- Evans, Morgan William, [Ohio].....North Edgeville, Ohio.  
B.S.A., 1906, Cornell University. *Topic*—Zoology.
- \*Francis, Alfred West, [D. C.].....1436 W St., N. W.  
B.S. in Chem., 1917, Worcester Polytechnic Institute. *Topics*  
—Major, Chemistry; Minors, Chemistry, Botany.
- †Hazen, William, [N. Y.].....1320 L St., N. W.  
S.B., 1913, College of the City of New York. *Topics*—Major,  
Chemistry; Minors, Bacteriology, Chemistry.
- Hidnert, Peter, [N. Y.].....Bureau of Standards.  
A.B., Feb. 1918, George Washington University. *Topics*—  
Major, Physics; Minors, Chemistry.
- \*Kryder, Lylah, [W. Va.].....927 11th St., N. E.  
B.S., 1913, West Virginia Wesleyan College. *Topic*—Chemis-  
try.
- Mann, Paul LeRoy, [Nebr.].....1739 P St., N. W.  
B.S., 1918, Kansas State Agricultural College. *Topic*—  
Chemistry.
- Min, Hsiao Wei, [China].....c/o Chinese Legation.  
B.S., 1916, Peiyang Govt. University. *Topics*—Major, Me-  
chanical Engineering; Minors, Civil Engineering, Geology.
- Pettyjohn, Otho Albert, [Okla.].....622 I St., N. W.  
A.B., 1917, Oklahoma University. *Topic*—Chemistry.
- Salzer, George Washington, [N. Y.].....1626 17th St.  
A.B., 1918, George Washington University. *Topics*—Major,  
Geology; Minors, Applied Mathematics, Economics.
- Schaffer, Jacob Mordecai, [D. C.].....1440 R St., N. W.  
B.S., in Chem., 1918, George Washington University. *Topics*  
—Major, Biochemistry; Minors, Bacteriology, Preventive  
Medicine.
- Steever, Laura Winfield, [D. C.].....2106 F St., N. W.  
B.S., 1911, George Washington University. *Topics*—Major,  
Preventive Medicine; Minors, Education, Sociology.
- Stewart, James Kidder, [Minn.].....707 Mt. Vernon Place.  
A.B., 1915, University of Kansas. *Topics*—Major, Chemistry;  
Minors, Chemistry, Mechanical Engineering.
- \*Stewart, Lula, [Texas].....51 Quincy Pl., N. W.  
B.S., 1917, College of Industrial Arts, Denton, Texas. *Topic*  
—Chemistry.
- Wright, Helen Grahame, [D. C.].....477 M St., N. W.  
B.A., 1916, Mt. Holyoke. *Topic*—Bacteriology.

## DOCTOR OF PHILOSOPHY

- †Anderson, Myron Sallee, [D. C.].....1440 W St., N. W.  
A.B., 1913, Simpson College; M.S., 1916, Iowa State College.  
*Topics*—Major, Chemistry; Minors, Chemistry, Geology.



## Barrows, Harry Percy [D. C.]

Oregon Agric. College, Corvallis, Ore.

B.S., 1911, Utah Agricultural College; M.S., 1917, George Washington University. *Topics*—Major, Education; Minors, Sociology, Economics.

## Bevard, Katherine Harper, [Pa.].....The Gladstone, 1423 R St.

A.B., 1911; A.M., 1913, George Washington University. *Topics*—Major, Education; Minors, Education, English.

## Caviness, Leon Leslie, [Md.] 721 Carroll Ave., Takoma Park, Md.

A.B., 1906, University of Michigan; A.M., 1913, Nebraska University. *Topics*—Major, Semitics; Minor, Education.

## Craighead, Frank Cooper, [Pa.].....Bureau of Entomology.

B.S., 1912, Penn. State College; M.S., 1915, George Washington University. *Topics*—Major, Zoology; Minors, Zoology, Botany and Palaeontology.

## Donk, Peter John, [D. C.].....1706 F St., N. W.

B.S. in Chem., 1917, George Washington University. *Topics*—Major, Bacteriology; Minors, Bacteriology, Chemistry.

## Ellison, Everett Monroe, [Tenn.].....The Toronto.

A.B., 1901, A. M., 1903, Grant University; M.D., 1912, George Washington University. *Topics*—Major, Physiology, Minors, Pharmacology, Psychiatry.

## Elvove, Elias, [D. C.].....1228 H St., N. E.

S.B., 1903; S.M., 1904, University of Kentucky; Phar.D., 1910, George Washington University. *Topics*—Major, Chemistry; Minors, Pharmacology, Physiology.

## †Fusfeld, Irving Sidney, [N. Y.]

Gallaudet College, Kendall Green.

B.S., 1915, Columbia University; B.Ped., 1916, Gallaudet College; M.A., 1917, Columbia University. *Topics*—Major, Education; Minors, History, Economics.

## Garber, John Absalom, [Va.].....508 B St., S. E.

A.B., 1891, Bridgewater College; A.M., 1915, George Washington University. *Topics*—Major, Education; Minors, Sociology, Philosophy.

## Garby, Carl D., [Idaho].....Bureau of Chemistry.

S.B. in Chem. Eng., 1914, University of Idaho. *Topics*—Major, Chemistry; Minors, Physics, Geology.

## Grant, Dudley Hopkins, [Ohio].....1332 P St., N. W.

S.B., 1914, University of Chicago; M.S., 1917, George Washington University. *Topics*—Major, Chemistry; Minors, Preventive Medicine, Geology.

## \*Hanna, G. Dallas, [Kansas].....Bureau of Fisheries.

A.B., 1910, A.M., 1913, University of Kansas. *Topics*—Major, Zoology; Minors, Zoology, Botany. (Degree of Ph.D. conferred February 22, 1919).

## †Henry, Jerry Maurice, [Va.].....337 N. C. Ave., S. E.

A.B., 1909, Bridgewater College; M.A., Feb., 1919, George Washington University. *Topics*—Major, Education; Minors, Economics, History.

## Hobbs, Ewart William, [Iowa].....2111 18th St.

LL.M., 1910, National University Law School; A.B., 1915, A. M., 1917, George Washington University. *Topics*—Major, Philosophy; Minors, Philosophy, English.

- Howison, Marion Love, [Va.].....5102 14th St., N. W.  
A.B., 1912, Randolph-Macon College. *Topics*—Major, Economics; Minors, History, Political Science.
- John, Otto Marion, [Ill.]...719 Carroll Ave., Takoma Park, D. C.  
A.B., 1908, Union College; S.M., 1917, George Washington University. *Topics*—Major, Chemistry; Minors, Zoology, Bacteriology.
- Johnson, William Henry, [Ill.].....2817 38th St., N. W.  
B.S., 1916; M.A., 1917, Northwestern University. *Topics*—Major, Education; Minors, Education, Psychology.
- Julihn, Carl Edward, [Cal.].....Bureau of Mines.  
E.M., 1904, Columbia University. *Topics*—Major, Geology; Minors, Mineralogy, Economics.
- Kayser, Elmer Louis, [D. C.].....3129 O St., N. W.  
A.B., 1917, A.M., 1918, George Washington University. *Topic*—History.
- McArthur, Louis Eugene, [Utah].....2112 F St., N. W.  
B.Ped., 1897, Brigham Young University; A.B., 1916, A.M., 1917, George Washington University. *Topics*—Major, Political Science; Minors, History, Economics.
- Magnuson, Harry Peter, [Nebr.].....1518 R St., N. W.  
B.S. in Agric., 1916, University of Nebraska. *Topic*—Chemistry.
- Merz, Albert Ronald, [Va.].....1867 Monroe St., N. W.  
B.S. in Chem., 1909, M.S., in Chem., 1911, University of Virginia. *Topics*—Major, Chemistry; Minors, Applied Mathematics, Bacteriology.
- Phillips, Frank McGinley, [Iowa].....223 E St., N. E.  
A.B., 1908, Iowa State Teachers College; A.M., 1915, Iowa State University. *Topics*—Major, Education; Minors, Psychology, Education.
- Pierce, Roy Gifford, [Nebr.].....6813 5th St., N. W.  
A.B., 1907, S.B., 1907, University of Nebraska; A.M., 1916, George Washington University. *Topics*—Major, Botany, Minors, Botany, Zoology.
- †Raine, Wendell Phillips, [D. C.].....1731 S St., N. W.  
B.S. in E., 1907, M. A., 1911, University of Pennsylvania. *Topics*—Major, Commerce; Minors, Political Science, Sociology.
- †Roe, Joseph Hiram, [Va.].....2823 14th St., N. W.  
A.B., 1916, Roanoke College; A.M., 1917, Princeton University. *Topic*—Chemistry.
- Salisbury, Elon Galusha, [D. C.].....Takoma Park, D. C.  
B.S., 1911, Union College, Nebraska; A.M., 1917, George Washington University. *Topics*—Major, Education; Minors, Philosophy, Sociology.
- Schmitt, Waldo Lasalle, [D. C.].....2233 18th St., N. W.  
B.S., 1913, George Washington University; M.A., 1916, University of California. *Topics*—Major, Zoology; Minors, Zoology, Palaeontology.
- Schwartz, Benjamin, [D. C.].....1440 Meridian Place, N. W.  
B.A., 1911, College of the City of New York; M.A., 1913, Columbia University. *Topics*—Major, Zoology; Minors, Bacteriology, Biochemistry.



- Smith, Edward Elmer, [D. C.].....332 Seaton Place, N. E.  
B.S. in Ch. E., 1914, University of Idaho; M.S., 1916, George Washington University. *Topics*—Major, Chemistry; Minors, Preventive Medicine, Geology.
- †Snyder, Thomas Elliott, [D. C.].....1430 V St., N. W.  
B.A., 1907, Columbia University; M.F., 1909, Yale University. *Topics*—Major, Zoology; Minors, Zoology, Palaeontology.
- Sorenson, Christian Martin, [Md.]  
Flower Ave., Takoma Park, D. C.  
A.B., 1917, Washington Missionary College; A.M., 1918, George Washington University. *Topics*—Major, Education; Minors, Philosophy, History.
- Swett, Otis Dow, [Md.].....1335 H St., N. W.  
LL.B., 1891, LL.M., 1892, B.S., 1904 Columbia University; M.S., 1909, George Washington University. *Topics*—Major, Chemistry; Minors, History, Bacteriology.
- Wetmore, Frank Alexander, [D. C.].....1495 Newton St., N. W.  
A.B., 1912, University of Kansas; M.S., 1916, George Washington University. *Topics*—Major, Zoology; Minors, Zoology, Palaeontology.

## COLUMBIAN COLLEGE

## CANDIDATES FOR THE DEGREE OF BACHELOR OF ARTS.

- \*Abbuhl, Agnes, (29), [N. Y.].....132 R St., N. E.
- Adams, James M. R., (69), [D. C.].....905 8th St.
- †Adams, Leslie Harold, (67), [D. C.]....1637 Harvard Terrace.
- †Aldridge, Charley C., Jr., (6), [Texas].....1333 15th St.
- Alexander, Mabel C., (0), [Wash.].....2106 F St.
- Allen, Ruth Frances, (30), [D. C.].....1460 Monroe St.
- Aman, John Andrew, (70), [Md.].....Mt. Rainier, Md.
- \*Amy, Marie Francis, (0), [Kans.].....53 N St.
- Anderson, Edith A. (0), [Ill.].....P. O. Box 1156.
- Anderson, Robert N., (27), [D. C.].....60 Randolph Pl.
- †Arledge, Caroline M., (66), [D. C.].....2628 Garfield St.
- Arnell, Harriet L., (27), [D. C.].....78 U St.
- \*†Arneman, Viola S., (0), [Ill.]  
Bliss Electrical School, Takoma Park, D. C.
- Arnold, Rosemary, (30), [D. C.].....24 2nd St., N. E.
- Aubrey, Clara May, (0), [N. Y.].....1477 Meridian Pl.
- Auman, Winifred M., (0), [Ill.].....2815 Brentwood Rd.
- Ayres, Kathryn, (0), [D. C.].....3028 Newark St.
- Ayres, Maragaret, (0), [D. C.].....3028 Newark St.
- Bache, Louise, (104), [D. C.].....2501 14th St.
- †Baker, Golda V., (0), [Nebr.].....905 L St., N. E.
- Baker, Susie Vaughan, (36), [Va.].....49 Bryant St.
- Ball, Alice M., (0), [D. C.].....3016 Dumbarton Ave.
- \*Barber, Frank B., (68), [Tenn.].....2107 K St.
- †Barr, E. Osman, (68), [D. C.].....510 A St., N. E.
- \*Barr, Martin Richard, (60), [D. C.].....28 Seaton Pl.
- \*Bartlett, Barbara Elizabeth, (6), [D. C.].....1929 Lawrence St.
- Beck, Margaret Mae, (0), [D. C.].....108 3rd St., N. E.
- †Beckett, Edgar Wells, (4), [W. Va.].....710 Quiney St.
- \*Behrend, Henrietta, (18), [D. C.]....Anacostia Station, R. F. D.

- Bell, Josephine, (34), [Texas].....1012 13th St.  
 Benfer, Rachel Lucile, (85), [D. C.].....2009 17th St., N. E.  
 Benham, Edward V., (4), [D. C.].....U. S. Patent Office.  
 Bennett, Ava L., (15), [Ohio].....814 22nd St.  
 \*Bennett, Katherine Elizabeth, (0), [Ky.].....2310 20th St.  
 Bennett, Ruth Hilton, (104), [D. C.].....3420 Mt. Pleasant St.  
 Bennetts, Mildred, (52), [D. C.].....1941 1st St.  
 Berg, Anna Elsa, (21), [Ill.].....Riggs & 17th Sts.  
 \*Berry, Eloise G., (0), [Md.].....830 12th St.  
 Berryman, Florence Seville, (0), [D. C.].....1754 Euclid St.  
 †Beular, Melbourne Ernest, (6), [Texas].....1811 24th St.  
 \*Bishop, Emmeline Frazier, (0), [D. C.].....3720 Nichols Ave.  
 †Blanken, David, (9), [D. C.].....1408 6th St.  
 \*Boucher, Pauline E., (0), [Utah].....East Wardman Courts.  
 †Bowen, George F., (34), [Kans.].....1829 19th St.  
 \*†Bowen, William A., (0), [N. Y.].....1917 K St.  
 Boyd, Sue Hunt, (0), [N. C.].....2006 G St.  
 †Boynton, Marcia, (0), [D. C.].....328 13th St., N. E.  
 Bradley, Mary M., (19), [Va.].....2311 Ontario Road.  
 Brasell, Mary Louise, (60), [Miss.].....317 E. Capitol St.  
 Brazeroi, Catherine Beatrice, (0), [D. C.].....1233 11th St.  
 Breuninger, Miriam Robin, (0), [D. C.].....5700 16th St.  
 †Bristow, Margaret, (24), [D. C.].....3108 18th St.  
 \*Brock, Dorothy Fenelon, (0), [D. C.].....900 F St.  
 \*Brown, Cecil Mathews, (81), [Texas].....112 C St., N. E.  
 Brown, Desire, (0), [Tenn.].....1307 P St.  
 Brown, Erma, (40), [Mo.].....Cavendish Apts.  
 Brown, Estella E., (24), [Md.].....3475 14th St.  
 Brown, Wager S., (92), [D. C.].....5301 Connecticut Ave.  
 Bruno, Emilie M., (12), [D. C.].....1468 Monroe St.  
 Bryan, Carolyn Noemie, (0), [Ala.].....1906 Florida Ave.  
 Bryant, Beatrice Stelle, (39), [D. C.].....322 E Capitol St.  
 Buchman, Eve Rebecca, (23), [Iowa].....1402 Pennsylvania Ave.  
 Buck, Mildred Jean, (0), [Mich.].....1705 2nd St., N. E.  
 †Buckingham, Ethel R., (0), [Penna.].....2570 University Pl.  
 \*†Buker, Kenneth C., (0), [Vt.].....1225 Euclid St.  
 \*Burg, Edward Alexander, (0), [Calif.].....1810 Calvert St.  
 †Cahill, Victor, (0), [D. C.].....2319 Wyoming Ave.  
 Callahan, Dolly M., (84), [Va.].....209 Duke St., Alexandria, Va.  
 Callahan, Mildred R., (84), [Va.].....213 S. Fairfax St., Alexandria, Va.  
 Callender, Bessie, (0), [Kans.].....1627 Lawrence St.  
 Carle, Herbert M., (10), [Ohio].....2224 F St.  
 Carnahan, Lina Wright, (107), [Mo.].....3606 13th St.  
 Carr, Elma Bebee, (79), [D. C.].....Department of Labor.  
 Carter, Hester L., (18), [D. C.].....27 Quincy Pl.  
 †Cates, Ronald Edward, (0), [Iowa].....501 Maryland Ave., S. W.  
 \*Cave, Dorothea Virginia, (27), [D. C.].....1110 Virginia Ave., S. W.  
 Chase, Marjorie, (0), [D. C.].....5300 Belt Road, Chevy Chase.  
 \*Chace, Marjorie Whiting, (44), [Mass.].....3913 Ingomar St.  
 Charest, Anna M., (36), [Mich.].....802 21st St.  
 †Chesney, William James, (42), [Va.].....Rosslyn, Va.  
 †Christian, John Farrar, (0), [Ohio].....1348 Euclid St.  
 \*Chu, King, (143), [China].....730 22nd St.  
 Church, Earle R., (6), [D. C.].....Silver Spring, Md.  
 \*Clark, Louise, (0), [D. C.].....3100 16th St.



- \*Clark, Olive May, (0), [Va.].....907 I St.  
 Clarke, Beverly Leonidas, (26), [D. C.].....2127 G St.  
 Claxton, Anne Elizabeth, (27), [D. C.].....1717 Lamont St.  
 Cochran, Doris Mable, (54), [D. C.].....2027 1st St.  
 \*Colbert, Alice, (0), [D. C.].....808 22nd St.  
 \*Collins, Margaret H., (0), [Tex.].....3654 Park Pl.  
 Cooperman, Hattie, (58), [Iowa].....2510 M St.  
 Cotton, Cornelia Marie, (34), [D. C.].....3242 38th St.  
 Cottrell, Caspar Lehman, (36), [Penna.].....2140 G St.  
 Coughlin, Elva E., (46), [D. C.].....3646 Warder St.  
 Cowles, Percy T., (96), [D. C.].....2811 11th St.  
 \*Cox, Carrie Majors, (60), [D. C.]  
     606 Butternut St., Takoma Park, D. C.  
 \*Crain, Dorothy, (0), [Ill.].....127 Tennessee Ave., N. E.  
 \*Crain, Helen Newcomb, (32), [D. C.].....127 Tennessee Ave., N. E.  
 †Crews, Floyd H., (22), [Texas].....109 5th St., N. E.  
 \*Crissman, Philip A., (48), [Iowa].....727 20th St.  
 Cromer, Kenneth, (0), [Va.].....1218 11th St.  
 Cutts, Laura Louise, (56), [Wash.].....144 12th St., N. E.  
 Daniel, Julia Irene, (39), [D. C.].....512 Randolph St.  
 Daniels, Ruby A., (34), [D. C.]  
     16 Carroll Ave., Takoma Park, D. C.  
 Davis, Helen Caroline, (0), [Penna.].....1104 M St.  
 Dean, Waiva, (26), [Oregon].....1406 Harvard St.  
 \*Deetz, Thelma C., (0), [Ohio].....1425 21st St.  
 †DeFriese, Oscar Nathaniel, (20), [Tenn.].....1760 K St.  
 \*deHaas, Hazel, (64), [D. C.].....1740 S St.  
 Dehler, Alma Paralee, (0), [Mo.].....1712 Euclid St.  
 Deitz, Ernest E., (101), [W. Va.].....1907 G St.  
 Dement, Charles W., (0), [D. C.].....211 A St., S. E.  
 Denison, Abraham Robert, (0), [D. C.].....2600 K St.  
 Densmore, Ethel May, (36), [N. Y.].....618 I St.  
 Dickey, Frederick Morse, (48), [Penna.].....511 13th St.  
 \*Diefenbach, Carl M., (88), [Md.]  
     407 Raymond St., Chevy Chase, Md.  
 Dix, Orilee E., (18), [D. C.].....3328 O St.  
 \*†Dixson, Elizabeth, (0), [Ill.].....1712 Euclid St.  
 Doke, Lula C., (0), [D. C.].....1650 Fuller St.  
 Donahue, Dorothy, (110), [Vt.].....409 9th St., N. E.  
 Duckett, Margaret B. H., (0), [D. C.].....1664 Columbia Road.  
 \*†Dzung, Nyii Sung, (0), [China].....Chinese Legation.  
 Earnest, Elizabeth, (0), [D. C.].....2123 N St.  
 †Earnest, John Paul, (70), [D. C.].....2123 N St.  
 \*Earnshaw, Eleanore, (56), [D. C.].....224 8th St., S. E.  
 †Earnshaw, Samuel, (0), [D. C.].....224 8th St., S. E.  
 \*Eastman, May B., (0), [N. Y.].....931 L St.  
 †Eckert, Esther Agnes, (0), [D. C.].....3042 Newark St.  
 Edelstein, Benedict M., (37), [Penna.].....1438 F St., N. E.  
 Einstein, May Blanche, (65), [D. C.].....619 19th St.  
 \*Elder, Helena Duffield, (0), [D. C.].....1713 2nd St., N. E.  
 †Eldridge, Frank R., Jr., (12), [D. C.].....L and 20th Sts.  
 Ellerson, Edmund Murdaugh, (0), [D. C.].....2134 R St.  
 Elliott, Edith L., (0), [D. C.].....1006 B St., N. E.  
 Elmquist, Jean Gemmel, (36), [D. C.].....1719 35th St.  
 \*Enyart, Alta Marie, (18), [D. C.].....2120 G St.



- \*†Esher, J. Robert, (0), [D. C.].....263 N St.  
 Etchison, Page McK., (0), [D. C.].....1416 R St.  
 \*Fairfield, Myra O., (0), [Md.].....1160 Euclid St.  
 †Farnham, Lillian Parker, (0), [Me.].....Chevy Chase, Md.  
 †Finch, Ruy H., (79), [Ohio].....Weather Bureau.  
 \*Foley, Florence Elizabeth, (0), [Mich.].....923 8th St.  
 Ford, Julia Louise, (0), [D. C.].....328 11th St., N. E.  
 Fowler, Alice Virginia, (0), [D. C.].....1346 Irving St.  
 \*Fowler, Vivienne T., (0), [Ind.].....912 Massachusetts Ave.  
 Frost, Beulah Malvina, (0), [Minn.].....1725 T St.  
 \*Garges, Isabel Anne, (0), [D. C.].....1834 Calvert St.  
 \*Garrett, Anna Marie, (0), [Penna.].....398 S. C. Ave., S. E.  
 Gassman, Janet Josephine, (24), [D. C.].....1845 Ontario Pl.  
 \*George, Dorothy Adele, (28), [Iowa].....901 Virginia Ave., S. W.  
 Geschickter, Charles, (40), [D. C.].....1222 Connecticut Ave.  
 Gill, Minna, (62), [Md.].....1723 G St.  
 Glassbrook, Grant E., (9), [N. Y.].....2004 G St.  
 Godfrey, Clarence Mortimer, (56), [D. C.].....914 14th St., S. E.  
 \*Goldberg, Sadye, (0), [D. C.].....1253 11th St., S. E.  
 \*†Gower, Elza, (11), [Ohio].....642 O St.  
 Gray, Edith May, (6), [D. C.].....207 3rd St., N. E.  
 Gregg, Alexander White, (61), [Texas].....The Cairo.  
 Gryder, Sarah M., (60), [Miss.].....306 A St., S. E.  
 Hadden, Helen Frances, (0), [Md.]  
     17 Grafton St., Chevy Chase, Md.  
 †Hagan, Jonathan Foster, (0), [Va.].....Ballston, Va.  
 \*Hale, Susan Evarts, (7), [D. C.].....3609 Norton Pl.  
 †Hammack, Dwight Russell, (0), [Va.].....800 L St.  
 Hancock, Mary Lillian, (0), [Ill.].....1229 15th St.  
 †Hanna, Anita Belle, (70), [Ind.].....111 15th St., S. E.  
 †Hanson, Edward J., (30), [N. C.].....1333 15th St.  
 Hardendorf, Anna Mary, (0), [Ind.].....1449 N St.  
 Hardin, Olive, (0), [Ark.].....920 19th St.  
 \*Harlan, Besse B., (0), [Kans.].....124 B St., N. E.  
 \*Harrison, Agnes Lavinia, (45), [Colo.].....114 3rd St., N. E.  
 Harrison, Lewis Irving, (98), [Conn.].....Alabama Apts.  
 Harvey, Rosamond Frances, (73), [D. C.].....2007 F St.  
 \*Harvey, Sarah Virginia, (0), [D. C.].....100 Seaton Pl.  
 \*Harvey, William McKenzie, (0), [D. C.].....Kenilworth, D. C.  
 Hastings, George S., (34), [D. C.].....3600 Ordway St.  
 \*Hastings, Gertrude, (21), [D. C.].....905 B St., N. E.  
 Hauke, Rilla M., (100), [D. C.].....605 Massachusetts Ave., N. E.  
 Hayden, Louise, (0), [D. C.].....The Mendota.  
 Hayden, Mary Ernestine, (27), [D. C.].....706 8th St.  
 Hayes, Arthur Walker, (10), [D. C.].....3553 16th St.  
 Heitmuller, Elizabeth Roeder, (97), [D. C.].....1307 14th St.  
 \*Henderson, Alvin Luther, (6), [Tenn.].....1511 13th St.  
 †Henshall, Lawrence Decker, (0), [Penna.].....1333 15th St.  
 \*Herbert, Thomas Francis, (0), [N. Y.].....1338 Irving St.  
 Herbst, Mildred Louise, (0), [D. C.].....1032 25th St.  
 \*Herr, George S., (0), [Penna.].....2564 University Pl.  
 \*Hess, Russell W., (54), [Md.].....Brentwood, Md.  
 Hildreth, Barbara, (0), [D. C.].....1664 Columbia Road.  
 \*Hinman, Nita, (0), [D. C.].....766 Quebec Pl.  
 Hobbs, Pauline Bowen, (39), [D. C.].....The Beacon.



Hogg, Sara, (76), [Ga.]	1401 Columbia Road.
Horwitz, Alec, (38), [D. C.]	916 4½ St.
Hosford, Helen R., (26), [Iowa]	606 Quincy St.
*Hsie, Chang hsi, (91), [China]	2023 Kalorama Road.
†Hudson, Frances M., (0), [Mo.]	203 S St., N. E.
†Huff, Alma, (12), [Va.]	1315 20th St.
Huff, Charles R., (42), [Minn.]	1736 G St.
*Hurley, Beatrice Elizabeth, (0), [D. C.]	1615 S St.
*Hyde Herbert K., (0), [Okla.]	1333 15th St.
Jameson, Ruth Merrick, (0), [D. C.]	209 13th St., N. E.
Jenkins, William Alexander, Jr., (0), [D. C.]	71 L St., N. E.
*Jester, Margaret, (0), [D. C.]	101 6th St., N. E.
Johnson, Ethel May, (30), [Penna.]	1207 Emerson St.
*Johnson, Genevieve Seaver, (0), [Penna.]	705 Shepherd St.
Johnston, Kenneth A., (0), [D. C.]	The Kenyon.
Johnstone, Winona Wade, (0), [Miss.]	445 11th St., N. E.
Jones, Evelyn Wellington, (27), [D. C.]	3719 Keokuk St.
Jones, Francis Marion, (0), [D. C.]	The Kenyon.
Jones, Minnie, (0), [D. C.]	132 D St., S. E.
†Judge, Anastasia G., (0), [D. C.]	116 V St., N. E.
Justiss, Thomas Shelby, (0), [D. C.]	1743 Kilbourn Pl.
*Kalupy, Harry Harold, (60), [La.]	2020 G St.
Kaplovitz, Rebecca, (32), [N. J.]	1336 Newton St., N. E.
Keener, U. Grant, (0), [Okla.]	1316 L St.
Keiser, Clarence Cyrus, (0), [D. C.]	Chevy Chase Branch.
Kelisky, Bessie Bender, (0), [Va.]	1017 I St.
*Keller, Pearl W., (0), [Penna.]	3748 McKinley St.
*King, Margaret, (0), [D. C.]	1841 Kilbourne Pl.
†Kingsbury, Dorothy E., (0), [Mich.]	17 Adams St.
†Kirby, Homer H., (55), [Ohio]	721 19th St.
*Kling, Bernice Carl, (0), [Texas]	318 Maryland Ave., N. E.
Knights, Alice Fern, (64), [Minn.]	3022 Macomb St.
*Kurtz, Helen M., (0), [D. C.]	1306 Shepherd St.
LaFollette, Robert Chester, (24), [Wash.]	3220 16th St.
*Laibl, Joseph Anton, (0), [Ill.]	727 20th St.
Langellotti, Frank, (94), [N. Y.]	2114 H St.
*Langley, Lena Mildred, (0), [Miss.]	445 Irving St.
Laue, Mamie, (0), [Ill.]	1229 15th St.
Laughlin, Grace W., (0), [Mich.]	525 13th St.
*Lawing, Della, (0), [Tenn.]	301 C St.
*Lawrence, William F., (97), [Maine]	War Department.
Lazaro, Elaine, (114), [La.]	Falkstone Courts.
Lazaro, Heloise, (39), [La.]	Falkstone Courts.
Lee, Agnes Irene, (30), [D. C.]	327 10th St., N. E.
Lemar, Verlin Mary, (0), [D. C.]	1007 13th St.
Leater, M. Mary, (62), [Va.]	2326 L St.
Life, Harold G., (0), [Ind.]	Hotel Logan.
Lima, Ida Mary Margaret, (0), [Mass.]	807 Varnum St.
Lindow, Oscar H., (77), [Wis.]	513 22nd St.
†Littell, Nelson, (81), [Ind.]	1830 Kenyon St.
Littlehales, George Reber, (0), [D. C.]	2132 LeRoy Pl.
Lloyd, Leonila Marie, (98), [D. C.]	Manor House.
*Logan, Illene Gladys, (0), [Ohio]	1223 15th St.
Long, Catherine Davenport, (62), [Wis.]	The Ontario.
Lord, Barbara Perry, (3), [Conn.]	The Ontario.

- Louis, Max C., (34), [D. C.].....47 Quincy Pl., N. E.  
 †Lynch, Edward B., (0), [S. Dak.].....Y. M. C. A.  
 Lyon, Quinter Marcellus, (42), [D. C.].....636 S. C. Ave., S. E.  
 \*McCann, Margaret Augusta, (0), [D. C.].....1424 R St.  
 \*McCollom, Yolande L., (0), [Kansas].....628 D St., N. E.  
 †McConkey, Mont, (86), [Minn.].....424 Kenyon St.  
 McConnell, Mary Gladys, (12), [Texas].....117 C St., N. E.  
 †McCoy, William F., (69), [Md.].....Bel Alton, Md.  
 \*McDonald, Jane F., (0), [Mich.].....1324 L St.  
 McGrew, Martha Steele, (70), [Tenn.].....1363 Fairmont St.  
 McKendree, Laurette, (18), [D. C.].....1300 Fairmont St.  
 McKenzie, Doris, (0), [D. C.].....2118 F St.  
 McLanahan, Duer, (0), [D. C.].....2031 Q St.  
 MacEwen, Thomas Taylor, (84), [D. C.].....529 Irving St.  
 Mague, Roscoe Edwin, (13), [Mass.].....Ethelhurst Apts.  
 Mankey, Helen Laura (0), [D. C.].....2914 11th St.  
 †Markriter, Frank B., (0), [D. C.].....1758 U St.  
 Marquis, Mary E., (0), [D. C.].....329 1st St., N. E.  
 \*Martin, Mary L., (0), [D. C.].....57 T St., N. E.  
 †Martin, Nan, (67), [Iowa].....1231 Irving St.  
 †Massey, Linton Reynolds, (0), [D. C.].....1844 Kenyon St.  
 \*Mattern, Bess, (0), [Ind.].....The Albemarle.  
 \*Mathews, Mary Pearce, (3), [D. C.].....2120 P St.  
 Maul, Sarah Elizabeth, (32), [Md.].....Hyattsville, Md.  
 May, Ruth Elizabeth, (0), [Md.].....Berwyn, Md.  
 \*Maynard, Nina Elizabeth, (0), [D. C.].....1327 T St.  
 \*Melick, Esther May, (0), [D. C.].....2213 1st St.  
 \*Melick, Olga, (0), [D. C.].....2213 1st St.  
 Meloon, Ivy Carmen, (83), [Mass.].....2421 N. Captiol St.  
 †Mentzer, Florence Eberly, (122), [Penna.].....2023 G St.  
 †Merriman, Ervin Eugene, (40), [Ind.].....400 M St. N. E.  
 \*Metsker, Alfa Minona, (0), [Kans.].....3814 5th St.  
 Metzgeroth, Margaret, (30), [D. C.].....119 12th St., S. E.  
 Metzgerott, Gertrude, (59), [D. C.].....The Northumberland.  
 Mikeska, Rosalee, (0), [Texas].....1219 O St.  
 Miller, Walter LeRoy, (24), [Neb.].....204 Penna. Ave., S. E.  
 \*Mills, Bessie, (0), [D. C.].....800 7th St.  
 Mills, Eddie Lance, (82), [Texas].....2002 G St.  
 Miner, Helen, (67), [Ohio].....1613 Irving St.  
 †Milton, Ethel Frances, (0), [Mo.].....1811 Adams Mill Rd.  
 †Mitchell, William, (120), [D. C.].....War Department.  
 Mondell, Dorothy, (12), [Wyoming].....2110 O St.  
 \*Moore, Almarie Briggs, (6), [Mo.].....616 Longfellow St.  
 †Moore, L. L. Ardrey, (28), [D. C.].....455 1st St., S. E.  
 Moore, Margaret M., (12), [Mo.].....101 N. Carolina Ave., S. E.  
 Moore, Mildred J., (63), [D. C.].....111 Tennessee Ave., N. E.  
 Moran, Catherine Regis, (83), [D. C.].....1727 Columbia Rd.  
 †Morris, Charles S., (0), [Ohio].....1220 Saratoga Ave., N. E.  
 Morrow, Clara Allen, (6), [D. C.].....1858 Columbia Road.  
 †Mottorn, Albert Joseph, (29), [D. C.].....2517 Wisconsin Ave.  
 \*†Moyser, Lottie M., (86), [Mo.].....306 Rhode Island Ave., N. E.  
 Murray, Anna, (0), [D. C.].....1324 A St., S. E.  
 †Nall, Arthur Ernest, (16), [Texas].....1333 15th St.  
 †Naylor, Estill Ess, (46), [Mo.].....414 6th St.  
 Naylor, Evelyn, (44), [D. C.].....629 12th St., N. E.



Nelms, Henning Cunningham, (65), [D. C.].....	1121 12th St.
Nelson, Agnes C., (55), [N. Dak.].....	2524 17th St.
*Newton, Mary Elizabeth, (30), [Neb.].....	2506 Cliffbourne Pl.
*Nurnberger, Helen May, (0), [N. Y.].....	1118 Virginia Ave., S. W.
Overstreet, Walter, (39), [S. C.].....	216 E. Capitol St.
Pabst, Heien Gertrude, (0), [D. C.].....	3551 Holmead Place.
Padgett, Mildred, (75), [D. C.].....	1726 Euclid St.
Parham, Julia A., (0), [Tex.] .....	1219 O St.
Parker, Charline, (29), [Colo.].....	15 14th St., S. E.
Pazour, Marie, (0), [D. C.].....	1413 N St.
*Pease, Cecil Agnes, (3), [N. Dak.].....	3603 13th St.
Perkins, Hanson T., (51), [Md.].....	Springfield, Md.
†Perlin, Harry, (64), [Conn.].....	908 8th St.
Petrie, Edith Margaret, (0), [D. C.].....	2814 6th St., N. E.
*Petrie, Mary Esther, (67), [D. C.].....	2815 6th St., N. E.
Phillips, Shelby, (0), [D. C.].....	720 Morton St.
Phoebe, Gladys Edith, (30), [D. C.].....	1925 N. Capitol St.
Pitcher, Lois, (26), [D. C.].....	3910 McKinley St.
Plumb, Kenneth William, (0), [D. C.].....	St. Nicolas Apt.
Pollner, Nona B., (60), [D. C.].....	3200 Park Pl.
Pope, Darwin Jesse, (53), [D. C.].....	3214 Newark St.
Porter, Bessie J., (0), [D. C.].....	636 F St., N. E.
Porton, Stanley Paul, (0), [D. C.].....	1838 11th St.
*Pow, Mary (20), [Ohio].....	1316 Kenyon St.
Powell, Mary Louise, (0), [D. C.].....	628 6th St., N. E.
Preinkert, Margaret Marie, (53), [D. C.].....	1511 L St.
Protas, Maurice, (34), [D. C.].....	1314 13th St.
Quinn, David Long, (36), [Md.].....	2015 G St.
Ranck, James Byrne, (54), [D. C.].....	1405 15th St.
Ravenel, Henry, (97), [D. C.].....	1611 Riggs Place.
Rechtman, Benjamin, (40), [N. Y.].....	1531 8th St.
Reed, Mabel C., (0), [D. C.].....	28 Seaton Place.
†Reed, Mary E., (0), [Mass.].....	443 2nd St., S. E.
*Reed, Paul Clinton, (0), [La.].....	912 E Capitol St.
Reese, William E., (0), [D. C.].....	1826 M St.
Reeves, George Torreyson, (91), [Va.].....	Ballston, Va.
*Reily, Rebecca, (0), [D. C.].....	1406 15th St.
Reinboth, John Franklin, (18), [Ill.].....	2128 H St.
Reitzel, Albert E., (79), [N. C.].....	1311 L St.
Reynolds, Francis Core, (91), [D. C.].....	3038 Dumbarton Ave.
Reynolds, Olive A., (54), [D. C.].....	503 River Road, Chevy Chase.
Richards, Helen M., (0), [D. C.].....	45 D St., S. E.
Robertson, Marie Christine, (0), [Md.].....	5 Lenox Ave., Chevy Chase.
Rockow, Lewis, (99), [Wis.].....	509 L St.
*Rodriquez, Teresa, (0), [R. I.].....	1525 17th St.
*Rowe, Bertha Evageline, (0), [D. C.].....	337 North Carolina Ave., S. E.
*Rowland, Mittie Elston, (12), [Tenn.].....	1214 12th St.
Ryan, Edward Thomas, (0), [D. C.].....	1805 G St.
Ryan, Inez Buffington, (104), [D. C.].....	The Naples.
*Sager, Bert Elmer, (25), [Md.].....	Mt. Rainier, Md.
Sanborn, Rebekah, (79), [D. C.].....	1000 Douglas St., N. E.
Sanders, Anita, (0), [D. C.].....	1515 Park Road.
Schaaf, Martha Elizabeth, (56), [D. C.].....	1824 Monroe St.



- \*Schafer, Elizabeth Emmeline, (0), [Pa.] 1414 Massachusetts Ave.  
 †Schauweker, Mildred M. (123), [Ohio] 1873 California St.  
 †Schellfeffer, Frank, (96), [Ill.] 1914 Penna. Ave.  
 Scheufler, Edward Lipphardt, (0), [D. C.] 428 1/2 M St.  
 \*Schrack, Miriam M., (0), [D. C.] 1002 K St., N. E.  
 Schroers, Jack Douglass, (0), [D. C.] 1824 Belmont St.  
 \*Schuberth, N. Louise, (0), [Va.] Ballston, Va.  
 Scott, Charles Carlisle, (15), [Ill.] 1333 15th St.  
 Scott, Mary Emma, (53), [Va.] 49 Bryant St.  
 \*Scott, Ralph S., (0), [Md.] Hyattsville, Md.  
 Seaton, Dorothy McKinstry, (12), [Va.] Glencaryn, Va.  
 See, Ernest A., (25), [W. Va.] 109 E St.  
 †Sheriff, George Rothwell, (18), [D. C.] 1739 P St.  
 Shields, Viola, (0), [D. C.] 1750 M St.  
 Shippert, Martha M. (0), [Ill.] 4213 7th St.  
 Shreve, Adrienne Alba, (39), [D. C.] 1729 Kilbourne St.  
 \*Siggers, Edythe Katherine, (0), [D. C.] 1907 N. Capitol St.  
 Sigman, Dorothy Miller, (0), [D. C.] 2600 Mozart Pl.  
 \*Simester, Elsie, (0), [Kans.] 1601 Brentwood Rd., N. E.  
 †Simmons, Rush Nelson, (17), [Minn.] 1415 Rhode Island Ave.  
 †Simpson, J. Noble, (0), [D. C.] 1825 Kalorama Rd.  
 †Sloan, William M., (30), [Nebr.] George Washington Inn.  
 †Smith, Audley L., (0), [Iowa] 3644 New Hampshire Ave.  
 †Smith, Dewey Woods, (0), [Mo.] 1866 California Ave.  
 Smith, Helen Carroll, (0), [D. C.] 1209 B St., N. E.  
 \*Smith, Helen Marie, (93), [Calif.] 1415 Montague St.  
 Smith, Lillian Martha, (0), [D. C.] 313 S St., N. E.  
 Smith, Margaret Gatchell, (0), [D. C.] 1209 B St., N. E.  
 \*Smoot, Zella E., (0), [Utah] 2521 Connecticut Ave.  
 \*Snyder, Martha Willey, (18), [D. C.] 2101 F St.  
 Spencer, Mary L., (0), [N. C.] 125 C St., S. E.  
 Spilman, Madeline, (0), [D. C.] 1645 Hobart St.  
 †Spring, Alva F., (0), [Ill.] 1739 P St.  
 \*Springman, Requia J. (0), [D. C.] 720 6th St., S. W.  
 †Stephens, H. Clay, Jr., (108), [Tenn.] 24 Grant Place.  
 \*Steven, Arthur E., (0), [Mo.] 2131 F St.  
 †Stimpson, Charlotte Gordon, (69), [D. C.] 2141 Wyoming Ave.  
 \*Stoker, Ruth Mae, (8), [Minn.] 1828 Park Road.  
 \*Stone, Annie Bet, (0), [Mo.] 1311 24th St.  
 \*Stone, Lucille E. J., (0), [D. C.] 12 Randolph Place.  
 \*Stringham, Emerson, (30), [N. Y.] 1379 N. Carolina Ave.  
 Strout, Maria Morse, (99), [Maine] 520 Park Road.  
 Sturman, Mary Louise, (34), [N. Y.] 1350 Randolph St.  
 Styer, Ralph A. (96), [Penna.] 1354 Monroe St.  
 Sun, Tsuli, (113), [China] 2001 19th St.  
 Swecker, Icie Lillian, (9), [D. C.] 907 I St.  
 \*Sweeney, Richard Hurley, (131), [Md.] Hagerstown, Md.  
 Symmonds, Katherine Godfrey, (27), [D. C.] 1312 Vernon St.  
 Symons, Arthur, (0), [Mich.] 718 Park Rd.  
 Tait, Beatrice Wilkins, (54), [D. C.] Western Ave. & Ellicott St.  
 †Taylor, Elizabeth Stuart, (0), [Penna.] 3023 Q St.  
 †Taylor, Frances, (0), [Nebr.] 1423 Madison St.  
 †Taylor, Raymond Marvin, (0), [D. C.] 222 3rd St.  
 Taylor, Serena Fisher, (0), [D. C.] Falkstone Courts.  
 Tebbs, Eloise M., (0), [D. C.] 1131 E St., N. E.



- †Terry, Dorothy Wright (0), [D. C.].....4901 Wisconsin Ave.  
 \*Trask, Emily L., (0), [N. Y.].....2018 H St.  
 \*Tripp, Helen Josephine, (6), [Mass.].....2329 N St.  
 Trundle, May H., (45), [D. C.].....1409 Webster St.  
 Tuckey, Margaret McDade, (27), [D. C.].....40 T St.  
 \*Turner, Marie A., (0), [D. C.].....107 15th St., S. E.  
 †Underwood, Eugene, (94), [Ill.].....707 20th St.  
 †Urwiller, Laurel, (0), [Fla.].....913 S St.  
 Van Doren, Lurana, (0), [D. C.].....723 8th St.  
 Van Ness, Ethel M., (0), [N. J.].....913 22nd St.  
 Van Waters, Sherwood P., (94), [N. Y.].....1338 Vermont Ave.  
 Vickers, Rose, (21), [Md.].....Willard Courts.  
 Voorhees, Elizabeth Aston, (83), [D. C.].....3456 Newark St.  
 \*Voorhees, Mary Toucey, (33), [D. C.].....3456 Newark St.  
 \*Walker, John Graham, (16), [D. C.].....1145 Connecticut Ave.  
 \*Wallenfels, Hugo, (79), [D. C.].....3545 13th St.  
 Wallick, Earle W., (108), [Ill.].....2128 H St.  
 †Walsh, John Butler, (0), [D. C.].....202 E. Capitol St.  
 †Walter, Arthur Henry, (0), [Ky.].....118 Willow, Takoma Park.  
 †Walter, Francis E., (114), [Penna.].....218 Indiana Ave.  
 \*Walters, Sybil, (60), [Iowa].....702 Quincy St.  
 †Ward, Mildred, (0) [Iowa].....413 A St., S. E.  
 Waring, Martha Lucy, (39), [D. C.].....616 Quebec Pl.  
 Watson, Lewis Randolph, (6), [Md.].....Rockville, Md.  
 Watzman, Percy, (6), [D. C.].....25 I St., N. E.  
 Webster, Belle, (0), [Minn.].....4007 Garrison St.  
 Weihe, Ruth, (0), [D. C.].....4000 Marlborough Pl.  
 \*Wells, Ella Almetta, (55), [N. C.].....1331 Fairmont St.  
 \*Welter, Daisy, (0), [Wis.].....429 Shepherd St.  
 †Whitaker, Lorenzo D., (27), [D. C.].....937 14th St., S. E.  
 \*White, Edward C., (46), [D. C.].....Marine Barracks.  
 White, Helen Margaret, (71), [D. C.].....1002 Nichols Ave.  
 White, Milo R., (79), [Ind.].....437 Luray Place.  
 Whitford, Margaret, (61), [D. C.].....3369 18th St.  
 Whyte, Eunice, (70), [D. C.].....935 M St.  
 †Wiley, Virgil Brooks, (27), [D. C.].....312 S. Carolina Ave., S. E.  
 \*Wilkins, Joan B., (9), [D. C.].....1743 U St.  
 \*Williams, Bertha M., (7), [D. C.].....928 New York Ave.  
 †Wilson, David Dill, (0), [D. C.].....1735 Lanier Place.  
 Winborn, Edith, (0), [Miss.].....913 L St.  
 †Wimmer, Joseph Cope, (62), [Penna.].....160 Bryant St.  
 †Winters, Czar Smith, (0), [Utah].....1224 13th St.  
 †Wisehart, Malcolm Boyd, (10), [Ill.].....Y. M. C. A.  
 Wolf, Ethel, (108), [D. C.].....626 22nd St.  
 \*Wood, John H., (0), [Ill.].....1011 Monroe St.  
 †Woods, Harry Elewell, (0), [D. C.].....705 Quincy St.  
 Worthington, Gladys, (0), [Ala.].....19 W St.  
 \*Wu, Bing Sang, (44), [China].....2023 Kalorama Road.  
 Yohe, Ethel Craigen, (63), [D. C.].....1758 S St.  
 Zenor, Helen Skelton, (60) [Iowa].....1841 Wyoming Ave.  
 \*†Zobel Carl G. F., (84), [D. C.].....701 Rock Creek Church Road.  
 Zucker, Joseph, (16), [N. Y.].....412 11th St., N. E.

## BACHELOR OF SCIENCE IN MEDICINE

Ballinger, William McCormack, (40), [D. C.]....1489 Newton St.  
 Bosworth, Robert Joseph, (0), [D. C.].....523 5th St., N. E.  
 Cajigas, Tomas, (98), [Porto Rico].....1325 H St.  
 M.D., 1918, George Washington University.

\*Corey, Wilbur L. (0), [N. Y.].....1335 H St.

†Cunningham, Frederick B., (0), [Penna.].....Vienna, Va.

Harnsberger, Charles W. (34), [Va.].....Cherrydale, Va.

Hoffman, Herman S., (0), [Md.].....Brentwood, Md.

Johnson, Regena Cook, (6), [Md.].....1420 N St.

Kibler, Kirby, (0), [Va.].....226 3rd St.

Lyons, John Hugh, (89), [D. C.].....Emergency Hospital.

M.D., 1918, George Washington University.

McChesney, Frank M., (57), [D. C.].....129 Randolph Place.

\*Macpherson, Elwood Hall, (0), [N. J.].....530 3rd St.

Martinez, Mercedes, (37), [Porto Rico].....4572 Georgia Ave.

Ottenberg, Gilbert, (0), [D. C.].....1243 7th St.

Rosenblatt, Louis, (0), [D. C.].....210 Rhode Island Ave.

†Schwartz, Abraham Theodore, (31), [D. C.].....U. S. Naval Hospital.

\*Schwartz, Paul, (26), [D. C.].....453 Massachusetts Ave.

Stuart, Marjorie Shaw, (40), [D. C.].....1315 12th St.

Swartwout, Edith Lillian, (29), [D. C.].....12 Iowa Circle.

\*Thompson, Thomas C., (0), [D. C.].....Emergency Hospital.

\*Williman, Frank Louis, (39), [N. J.].....The Wilson.

## SPECIAL PRE-MEDICAL

†Beach, Mary J. (9), [Colo.].....1920 Belmont Road.

†Bell, Stanley W., (10), [D. C.].....1325 1st St.

\*Berkman, Morris Hyman, (0), [D. C.].....901 F St., S. W.

†Bleiker, Ross Franklin, (34), [Mo.].....1013 20th St.

†Blumberg, Maurice D., (30), [D. C.].....2022 Portner Place

Brown, Radford Talbott, (25), [D. C.].....The Ashley.

Butler, Homer K., (0), [D. C.].....609 Kenyon St.

Croggon, William Newton, (0), [D. C.].....636 E St., S. W.

Deep, Anthony Abraham, (34), [D. C.].....500 K St.

†Dubins, Julius, (0) [Mass.].....1329 H St., N. E.

DuBose, William J., (0), [D. C.].....1850 Kalorama Road.

Duffey, Hugh C., Jr., (0), [D. C.].....929 O St.

Evans, Leland M., (0), [D. C.].....1224 13th St.

\*Fipp, August L., (0), [Ohio].....2226 Decatur Place.

Graber, Harold W., (33), [Iowa].....708 9th St., S. E.

\*Grass, Edward Jacob, (0), [D. C.].....2024 I St.

†Hammack, Paul Willard, (6), [Va.].....800 L St.

†Haynes, William Preston, (37), [Ky.].....1333 15th St.

Hodgkins, Bradley D., (41), [D. C.].....2006 N St.

Hollis, Lawrence Coe, (0), [Va.].....1218 11th St.

†Imus, Alden Elon, (38), [Mo.].....5502 7th St.

Kershenbaum, Leo, (0), [D. C.].....805 F St., S. W.

Locke, Howard Palmer, (30), [D. C.].....1016 Massachusetts Ave.

\*Lynch, Marcus F., (0), [D. C.].....128 E. Capitol St.

\*McCarthy, John L., (0), [D. C.].....702 F St.

McClosky, William T., (30), [D. C.].....1432 U St.

McLaughan, Flossie, (0), [N. C.].....The Woodworth.



McMullen, Vincent W., (0), [D. C.].....	237 14th St., S. E.
*†Maddox, William Gordon, (0), [Ky.]....	U. S. Naval Hospital.
†Moran, William Cornelius, (0), [Nebr.].....	1333 15th St.
†Moxness Bennie A., (0), [N. Dak.].....	700 20th St.
Philips, Bernhardt, (0), [D. C.].....	1233 7th St.
Pierce, Ralph Norwood, (0), [D. C.].....	1808 Kalorama Road.
Royer, Joseph Paul, (0), [D. C.].....	1500 20th St.
†Runkle, Evelyn C., (0), [Ohio]....	223 Rock Creek Church Road.
Russell, John Paul, (0), [D. C.].....	817 6th St.
Shannon, William A., (0), [D. C.].....	1528 9th St.
*Smith, Raymond Hurd, (0), [D. C.].....	4519 Iowa Ave.
*Sowder, Clarence S., (12), [Idaho] .....	1805 G St.
*Speakman, Edwin Grant, Jr., (0), [D. C.].....	213 10th St.
Stamates, Speridon S., (0), [D. C.].....	14 6th St., N. E.
Stein, Joseph, (0), [D. C.].....	525 6th St.
Stephens, David M., (6), [D. C.].....	6924 15th St.
Swindell, W. B., Jr., (2), [N. C.]....	719 N. Carolina Ave., S. E.
Uailton, Lida J., (0), [D. C.].....	2034 N. Carolina Ave.
*Warfield, Edgar Ashby, (32), [Va.].....	218 S. Fairfax St., Alexandria, Va.
†Wilton, Ralph William, (23), [D. C.].....	1335 22nd St.

## SPECIAL

Aaronson, Ruth, [D. C.].....	1106 Fairmont St.
*Abeock, Milburn Kendrick, [D. C.] .....	307 E. Captiol St.
Abel, Myrtle, [Ill.].....	1223 Vermont Ave.
*Adams, Etta S., [Vt.].....	3220 Warder St.
†Adams, Marie, [Va.].....	East Falls Church, Va.
*Adams, Mira Norton, [Mass.].....	1407 Delafield Place.
*Adams, Simon, [W. Va.].....	1207 20th St.
*Akers, Edna, [Ky.].....	2030 F St.
*Allen, Margaret, [D. C.].....	2032 N. Capitol St.
Allen, Wallace Brown, [Md.]....	Auditor's Bldg., 14th St., S. W.
†Allen, Walter Rudolph, [N. Y.].....	927 E St., N. E.
*Allison, Doris E., [Ill.].....	4007 Garrison St.
*Alseen, Clara H., [Minn.].....	1465 Meridian Place.
*Alseen, Myrtle F. C., [Minn.] .....	1465 Meridian Place.
†Altman, Josephine, [Ill.] .....	1802 Lamont St.
Alvey, Madeline Carroll, [D. C.].....	314 D St., N. E.
Anderson, Edith E., [Mont.].....	302 S St., N. E.
†Anderson, Emma Ruth, [D. C.].....	205 Linworth Pl., S. W.
†Anderson, Florence deNoyelles, [N. Y.].....	1730 18th St.
*Andersen, Hilda Irene, [Tenn.] .....	1024 Vermont Ave.
Anderson, Ruth Virginia, [D. C.].....	60 Randolph Place.
†Andrews, Alice, [Ohio].....	625 G St.
†Angus, J. T., [Mo.].....	1712 15th St.
*Appleby, Charline, [D. C.].....	513 8th St., N. E.
A. B., 1913, George Washington University.	
*Arnold, Esther M., [Va.].....	1824 Monroe St.
*Aronson, Marie, [Ill.].....	2829 11th St.
†Arrowsmith, Jean M., [Penna.].....	1916 F St.
Aten, Marian Frances, [D. C.].....	1432 Meridian St.
*†Auld, Marguerite, [Vt.].....	1356 Fairmont St.
*†Aydelotte, Aydel, [Calif.].....	825 15th St.
*Baker, Alida A., [Mass.].....	3147 17th St.

- \*Barber, Edna, [D. C.].....3428 Brown St.  
 \*Barbosa, James W., [W. Va.].....Sibley Hospital.  
 \*Barker, Anna E., [D. C.].....55 U St.  
 Barker, Howard F., [Wis.].....1744 P St.  
 Barnes, Charles M., [D. C.].....1436 Meridian St.  
 Barnes, Medora E., [D. C.].....1501 Hamilton St.  
 \*Barnett, Bessie Ernestine, [Mass.] .....3921 Livingston St.  
 \*Barrow, Mary Gladys, [D. C.].....1013½ I St., N. E.  
 †Barry, W. F., [Tenn.].....1810 Calvert St.  
 Barton, Emily Oliver, [Md.].....1213 K St.  
 Bassett, Samuel B., [D. C.].....1428 Webster St.  
 \*Bates, Aurela E., [Calif.].....531 Shepherd St.  
 Bates, Faye Ellen, [Ill.].....2120 G St.  
 †Baumunk, Ross S., [Ind.].....1739 P St.  
 Beach, Jessie G., [Texas].....717 21st St.  
 Beadle, Florence A., [Ohio].....2821 27th St.  
 \*Beede, Ivan, [Nebr.].....1037 Evarts St., N. E.  
     A.B., 1918, University of Nebraska.  
 Beidleman, Margaret D., [Penna.].....1229 Connecticut Ave.  
 †Bell, Florence Colfax, [N. Y.].....3149 Mt. Pleasant St.  
 †Bell, Virginia Lee, [Va.].....1332 15th St.  
 \*Bennett, Mary S., [Ky.].....2310 20th St.  
 Bennot, Maude, [Ill.].....1666 Park Road.  
 Berman, Esterre V., [D. C.].....Council Inn.  
 †Best, S. Jane, [Wis.].....2323 I St.  
 \*Betts, Margaret Ethel, [D. C.].....901 G St., N. E.  
 Bigelow, Jessie Nesbit, [D. C.] .....The Farnsboro.  
 \*†Bird, Josephine, [N. C.].....922 M St.  
 \*Biron, Mitchell, [D. C.].....1218 9th St.  
 \*Bitzer, Kathleen, [Va.].....615 Prince St., Alexandria, Va.  
 \*Black, Anna Elizabeth, [Ohio].....3404 Prospect Ave.  
 \*Black, Annie G., [D. C.].....1216 Saratoga Ave., N. E.  
 †Blackburn, Vera Spriggs, [Ohio].....Falkstone Courts.  
 Blanken, Benjamin, [D. C.].....1408 6th St.  
 \*Blöse, Mark R., [Penna.].....930 O St.  
 \*†Boland, Fern E., [Ill.].....2113 N St.  
 \*Bolls, William Erwin, [Miss.].....2522 Wisconsin Ave.  
 \*Booy, Boukje, [Mo.].....1104 M St.  
 \*Berjes, Clara Louise, [D. C.].....921 Virginia Ave., S. W.  
 \*Bortz, Bessie M., [D. C.].....1444 W St.  
 †Boughner, Yvonne Jean, [S. Dak.].....1515 Massachusetts Ave.  
 †Borek, Lucie H., [Ohio].....The Plaza.  
 Bourdeaux Eugenia, [Miss.].....517 E. Capitol St.  
 \*†Bourne, Carol B., [D. C.].....Stoneleigh Court.  
 †Bowen, Raymond J., [Ohio].....Washington, D. C.  
 Bowen, Winifred, [Kans.].....1445 Clifton St.  
 \*Bowers, Ethel, [Ind.].....2114 H St.  
 \*†Bowers, Blanche, [N. Y.].....2203 K St.  
 †Bowers, Julia Tinsly [Minn.].....7200 Blair Road, Takoma Park.  
 \*Bowman, Dick, [Va.].....1020 Fairmont St.  
 Bradley, Doris L., [Neb.].....1410 M St.  
 \*Bradley, Helen Mar, [Neb.].....1410 M St.  
 †Bremer, Edward S., [D. C.].....1750 Massachusetts Ave.  
 \*Brockman, Josie A., [D. C.].....1647 Lamont St.  
 †Brookens, P. F., [Md.].....Hyattsville, Md.  
 \*†Brown, Carl E., [D. C.].....1739 P St.



Bruce, Clarence Smoot, [D. C.].....	2601 11th St.
Brunner, Lucille C., [Minn.].....	1121 8th St., N. E.
Buchanan, Ruth, [D. C.].....	3004 Albemarle St.
*Bucher, Marion Muir, [Penna.].....	1024 Vermont Ave.
*†Buelow, Laura V., [Wis.].....	1346 Fairmont St.
Burchfield Henrietta, [N. Y.].....	516 8th St., N. E.
Burdick, Bernard Franklin, [D. C.].....	24 Grant Place.
†Burger, Magdalen H., [Md.].....	1439 T St.
*Burnett, Merle, [Ill.].....	308 11th St., N. E.
Burns, Mary Keith, [D. C.].....	1718 13th St.
*Burrell, Naomi Leona, [D. C.].....	1740 S St.
Burton, William Cameron, [D. C.].....	424 8th St., N. E.
Bushong, L. D., [Va.].....	Powhatan Hotel.
Buskin, Violet G., [D. C.].....	1325 H St.
*Butts, Charles Shannon, [D. C.].....	1114 Staples, N. E.
*†Bynum, William Jennings, [D. C.].....	1122 13th St.
*Callahan, Margaret, [Ill.].....	2408 K St.
*†Callahan, Vincent Frances, [D. C.].....	1729 N. Capitol St.
*Callihan, Loyzelle J., [D. C.].....	1410 Euclid St.
A. B., 1917, George Washington University.	
Camp, Mame F., [N. C.].....	11 2nd St., N. E.
Camp, Zebulon C., [N. C.].....	11 2nd St., N. E.
Campbell, Jean Tompson, [D. C.].....	301 8th St., N. E.
*Campbell, Marian Emily, [Minn.].....	The Iowa.
*Campbell, Rosemary Rhode, [Ariz.].....	9 Iowa Circle.
Carlson, Vivian, [N. Y.].....	1929 Calvert St.
*Carter, Jennie Lillias, [Ohio].....	1106 L St.
†Castell, Lois, [Ind.].....	1010 8th St.
*Castle, Wanda R., [Texas].....	1312 Irving St.
*Cavey, Margaret, [Penna.].....	1717 Lamont St.
*Cawley, Anna A., [W. Va.].....	115 K St.
*Chamness, Ethelyn, [Ill.].....	1000 I St., N. E.
Chapman, Marion Louise, [D. C.].....	3924 Morrison St.
Cheshire, Hilah G., [Kansas].....	1615 Swann St.
*Chinn, Mabel C., [Ind.].....	7108 14th St.
†Chipley, Anna E., [D. C.].....	1603 Brentwood Rd., N. E.
*†Chipley, Ella A., [D. C.].....	1603 Brentwood Rd., N. E.
Clark, Mildred E., [N. Y.].....	1424 11th St.
*Clement, Lora E., [D. C.].....	120 Carroll Ave., Takoma Park, D. C.
Cole, Francis A., [D. C.].....	1315 N St.
Cole, Mary J., [Penna.].....	2115 P St.
Conrad, Lillian, [D. C.].....	1710 G St.
†Corbin, Lillian, [Ky.].....	825 15th St.
Corey, Carlotta Naylor, [D. C.].....	1401 Columbia Road.
*Cork, Helen Sari, [Kansas].....	463 P St.
*Cosby, Aldene E., [D. C.].....	1929 R St.
*Costley, Hoyland L., [Mo.].....	1028 17th St.
*Cotlow, Louis, [D. C.].....	1715 G St.
*Cotton, Belva L. R., [D. C.].....	325 5th St., S. E.
*Coulter, Archibald B., [D. C.].....	32 W St.
†Covington, Elizabeth, [Tenn.].....	617 Quebec Place.
*Cramer, Alma H., [D. C.].....	20 S St.
*Cramer, Iverna L., [D. C.].....	20 S St.
*Crider, Mary L., [Ohio].....	3321 Holmead Place.
*Cronmiller, Josephine, [Md.].....	Laurel, Md.
†Cullen, Sara L., [Va.].....	1220 D St., N. E.

- \*Cummings, Flossie B., [D. C.].....2512 Hall Place.  
 \*Currie, William E., [Va.].....Clarendon, Va.  
     A.B., 1917, George Washington University.  
 †Curtis, Vivian, [N. Y.].....303 12th St., S. E.  
 \*Cusick, Florence A., [D. C.].....437 M St.  
 †Danforth, Louisa A., [D. C.].....1239 Talbert St., S. E.  
 †Danis, Raymond S., [R. I.].....30 9th St., S. E.  
 \*Darby, M. Aloyse, [Calif.].....228 1st St., S. E.  
 \*Datz, Charles Percival, [D. C.].....3909 Windom Place.  
 \*Davenport, Sara J., [Mo.].....7 Iowa Circle.  
 Davidson, I. Newton, [Texas].....3926 N. Hampshire Ave.  
 \*†Davidson, Lillian M., [D. C.].....503 8th St., S. W.  
 \*Davies, Marian L., [Ill.].....1727 Corcoran St.  
 †Davis, Annie Laurie, [Ky.].....1351 Otis Place.  
 \*Davis, Ora, [Texas].....811 Mt. Vernon Place.  
 \*DeAgüero, Manuel A., [D. C.].....Department of Justice.  
 \*†Deats, Lucy F., [Texas].....132 R St., N. E.  
 Dehler, Maree L., [Mo.].....1712 Euclid St.  
 \*Decker, Cora E., [D. C.].....501 Northbrook Courts.  
 Deisher, Estelle E., [D. C.].....The Plymouth.  
 †DeFriesse, Oscar Nathaniel, [Tenn.].....1760 K St.  
 \*Delaney, Mary A., [Mich.].....1338 Newton St.  
 †Deming, George M., [Calif.].....3903 Grant Road.  
 †Demit, Louis M., [D. C.].....1239 L St., N. E.  
 \*†Demoret, Ruby, [Colo.].....730 21st St.  
 \*Dickey, Annette Neudecker, [Md.].....1433 Clifton St.  
 \*†Disbro, Adelle May, [Texas].....19 W St.  
 Dodd, W. J., [D. C.].....4409 9th St.  
 \*Dolan, Nellie, [Penna.].....146 U St., N. E.  
 \*Donnelly, M. Veronica, [N. Y.].....204 11th St., N. E.  
 †Dormady, Francis P., [Wis.].....1305 10th St.  
 Dornoff, Edward R., [D. C.].....1132 7th St., N. E.  
 †Douglas, Lawrence W., [Va.].....Ballston, Va.  
 \*Doyle, Elizabeth Newell, [D. C.].....1619 21st St.  
 \*Drain, Virginia, [D. C.].....1754 Massachusetts Ave.  
 †Drew, Alice Eunice, [Fla.].....1922 Belmont Road.  
 †Drew, Marietta E., [Fla.].....1922 Belmont Road.  
 Dudley, Agnes, [D. C.].....The Highlands.  
 \*Duff, Evelyn G., [D. C.].....3311 Ross Place.  
 \*Duke, Ethel I., [Md.].....244 Maple Ave.  
 \*Dundas, H. F., [Mont.].....2406 Pennsylvania Ave.  
 \*Dusenbury, Lillian [D. C.].....1465 Meridian St.  
 Dyer, Leonidas Bingley, [Ohio].....1901 E St.  
 Eckman, Lulu Lee, [Ohio].....3914 Huntington St.  
 \*Eddy, Frances Hildreth, [D. C.].....902 12th St.  
 \*Eiker, John Tripner, Jr., [D. C.].....1122 Spring Road.  
 Ellerbrock, Charlotte, [D. C.].....1317 Rhode Island Ave.  
 Elliott, Kathryn Louise, [D. C.].....1822 Vernon St.  
 Ellison, Minnie D., [Va.].....West Falls Church, Va.  
 †Ely, Ben J., [D. C.].....Senate Office Bldg.  
 \*Ely, Grace Darling, [D. C.].....6 Kendall Green, N. E.  
 Ernst, Angelina M., [Penna.].....150 Byrant St.  
 \*Ernst, Julia R., [Penna.].....44 I St.  
 \*Eskridge, Ruth H., [D. C.].....4121 8th St.  
 \*Evans, Norma B., [D. C.].....925 P St.  
 Felix, Belle Sopris, [Colo.].....George Washington Hotel.



- \*Ferebee, Cora Bouchelle, [D. C.].....1333 Park Road.  
 \*Ferguson, Mary Louise, [Ohio].....1624 29th St.  
 Field, Olivette Rosalie, [Va.].....339 House Office Bldg.  
 †Flinherty, Henry Edward, [N. Y.].....1333 15th St.  
 Fleharty, Margaret B., [D. C.].....1126 Columbia Road.  
 Flinn, Theresa M., [Penna.].....2304 1st St.  
 \*Flint, Marion Lenore, [Mass.].....3901 Illinois Ave.  
 \*Fnatsu, Fumio, [Japan].....Japanese Embassy.  
 †Focks, Herbert C., [D. C.].....Walter Reed Hospital.  
 †Foote, John Ernest, [D. C.].....1358 Spring Road.  
 †Foster, LeRoy B., [D. C.].....1829 19th St.  
 \*Fox, Margaret Lyman, [Md.].....Silver Spring, Md.  
 \*Francis, Dorothea E., [D. C.].....1102 9th St.  
 \*Freedman, Leopold, [N. Y.].....3111 M St.  
 \*Fritz, Frances, [Calif.].....2471 18th St.  
 \*Frost, Grace Bierer, [D. C.].....813 18th St.  
 \*Fuller, Laura P., [Vt.].....611 Queen St., Alexandria, Va.  
 \*Fulton, Ida Blount, [Texas].....4011 5th St.  
 \*Garber, Sara E., [D. C.].....331 5th St., S. E.  
 †Gardner, Jessie, [Iowa].....1627 Massachusetts Ave.  
 Gardner, Warren Adrian, [N. Y.].....1719 G St.  
 \*Garrett, Edna, [Mo.].....178 U St., N. E.  
 \*Gaukel, Thomas L., [D. C.].....Y. M. C. A.  
 †Geisauer, Emanuel Lawrence, [Ky.].....Army Medical School.  
 George, Mary Vincent, [D. C.].....513 E. Capitol St.  
 \*Getz, Frieda, [D. C.].....1886 Monroe St.  
 Gibbon, Marie Estelle, [Va.].....123 Willow Ave., Takoma Park, D. C.  
 Gibson, Arthur, [D. C.].....228 11th St.  
 \*Gibson, Charlette M., [D. C.].....4127 N. Hampshire Ave.  
 Gibson, Ralph Emerson, [Okla.].....1739 F St.  
 †Gift, Lyle H., [Ill.].....1100 Vermont Ave.  
 †Glasbrenner, Amanda C., [Wis.].....3122 Warder St.  
 †Gleason, Mary Hannah, [Mass.].....4003 14th St.  
 †Goddard, Eunice, [D. C.].....2107 O St.  
 †Goding, Helen Gilmore, [D. C.].....1419 R St.  
 †Goforth, Alys M., [La.].....2 D St., S. E.  
 Goforth, Herndon W., [D. C.].....2112 F St.  
 \*Goldfain, Samuel, [D. C.].....1418 Columbia St.  
 \*Goodenough, Mary Louise, [N. Y.].....466 E St., S. W.  
 Goodhue, Maude, [Kansas].....1400 C St., N. E.  
 Goodnow, Margaret, [Va.].....216 King St., Alexandria, Va.  
 \*Gordon, Isabel, [Tenn.].....The Vistoria.  
 \*Gorsky, Sifonia S., [N. Y.].....McLachlen Bldg.  
 Gourley, Maryland, [Penna.].....39 Quincy Pl., N. E.  
 A. B., 1918, Wilson College.  
 Graham, Nettie F., [D. C.].....1418 W St.  
 Grams, Anna Marie, [Canada].....816 B St., S. W.  
 \*Grant, Katherine L., [Penna.].....1322 12th St.  
 Graves, Mary B., [Md.].....1627 Q St.  
 Green, Adwin W., [D. C.].....1106 Columbia Road.  
 \*Greene, Gladys C., [R. I.].....5310 Belt Road.  
 \*Greenup, Nell Blanche, [Mo.].....1910 16th St.  
 †Grieve, Grace, [Mich.].....2004 G St.  
 †Griffith, Hazel E., [D. C.].....509 11th St.  
 Griffith, Ruth Esther, [D. C.].....404 W St., N. E.

- †Griffith, Virginia Roseberry, [D. C.].....509 11th St.  
 \*Grigsby, Clara L., [Mo.].....1759 P St.  
 \*Grissom, Lillian E., [Okla.].....625 3rd St., N. E.  
 Groseclose, Tyler Lee, [D. C.].....3301 Brown St.  
 Grover, Elsie Jean, [D. C.].....516 8th St., N. E.  
 \*Guarnier, Lewis L., [Ohio].....1333 15th St.  
 Gullett, Maud W., [Ill.].....1418 M St.  
 \*†Guye, Henriette, [Switzerland].....1724 Connecticut Ave.  
 Hals, Ralph Cochran, [Tenn.].....125 6th St., N. E.  
 \*Hallen, Elsie E., [Mass.].....1829 K St.  
     A.B., 1918, Mt. Holyoke College.  
 Halpenny, Ruth Letitia, [D. C.].....165 V St., N. E.  
 Halstead, Bessie Althins, [D. C.].....1409 Massachusetts Ave.  
 \*Hamilton, R. H. [D. C.].....Grafton Hotel.  
 †Hamrick, Viola, [W. Va.].....729 Virginia Ave., S. E.  
 \*Hanes, Harold F., [D. C.].....Law School  
 \*Hanks, Gladys M., [Ill.].....145 Rhode Island Ave.  
 \*Hansen, Anna Dagmar, [Ill.].....1764 N St.  
 †Hansen, Dora, [Minn.].....Vienna, Va.  
 Harder, F. G., [D. C.].....1468 Harvard St.  
 †Harding, Edwin L., [Texas].....1228 11th St.  
 Harding, Pearl M., [D. C.].....802 Massachusetts Ave., N. E.  
 Harriman, Philip L., [Mass.].....Walter Reed Hospital.  
 \*Harrington, Vera M., [Ohio].....13 Girard St., N. E.  
 \*Harris, M. Marie, [Ill.].....209 8th St., N. E.  
 \*†Harrison, Margaret Marlow, [D. C.].....311 Maryland Ave., N. E.  
 \*Harrod, Lavina, [Fla.].....1208 M St.  
 \*Harroun, Lucile Georgia, [Conn.].....2118 O St.  
 \*Harry, Ida A., [D. C.].....4715 River Road.  
 †Hartigan, Lenore E., [D. C.].....1916 G St.  
 †Hartigan, Leonard Wheeler, [D. C.].....1916 G St.  
 \*Hartman, Florence E., [D. C.].....1414 Girard St.  
 Harvey, Margaret Helena, [D. C.].....Kenilworth, D. C.  
     A.B., 1918, George Washington University.  
 \*Hawkins, Fern, [Colo.].....312 R St.  
 \*Hawkinson, Amy Elizabeth, [Minn.].....1446 Oak St.  
 Hawley, Catherine Reel, [Penna.].....1913 I St.  
 \*Haworth, Chloe H., [D. C.].....The Seville.  
 \*Haworth, Helen M., [Ind.].....518 Chatham Courts.  
 †Haycraft, Charles L., [D. C.].....Library of Congress.  
 \*Healy, Evelyn B., [D. C.].....1802 U St.  
 Heath, George E., [D. C.].....1808 S St.  
 Heck, Earl L., [D. C.].....231 3rd St.  
 Heilbrun, Ruth Adele, [D. C.].....1108 Columbia Road.  
 Heitmuller, Marian R., [D. C.].....1307 14th St.  
 Heitmuller, Ralph Emmert, [D. C.].....1307 14th St.  
 Henderson, Clara, [Md.].....U. S. Fuel Administration.  
 \*Hendrick, Nell, [Ky.].....20th & Kalerama Road.  
 \*Henn, Carl L., [D. C.].....1422 Massachusetts Ave.  
 Henry, Lula Alice, [D. C.].....321 E. Capitol St.  
 Hensel, Frederick W., [D. C.].....Cherrydale, Va.  
 Hensel, Minnie Viola, [Ohio].....1811 G St.  
 \*Hepburn, Alice E., [Md.].....Rockville, Md.  
 \*†Heyl, Charles Heath, Jr., .....2009 Wyoming Ave.  
 \*Hicks, Ella Wheeler, [Iowa].....Rockville, Md.  
 \*Hill, Hazel Johnston, [N. Y.].....209 13th St.



Hill, Ira B., [N. C.].....	1247 6th St., S. W.
†Hill, Rosa B., [D. C.].....	1303 Fairmont St.
*Hill, Walter B., [D. C.].....	1313 Rhode Island Ave.
Hodgkins, George Wilson, [D. C.].....	1830 T St.
A.B., 1915, A.M., 1916, George Washington University.	
Hoffstead, Willmette, [D. C.].....	1757 N St.
Holdahl, Isabelle T., [Wis.].....	445 Irving St.
*Holley, Wanda E., [Calif.].....	4520 14th St.
Hollister, Margaret, [Mich.].....	2821 27th St.
Holmes, Grace B., [D. C.].....	721 Shepherd St.
†Holmes, O. W., [D. C.].....	830 Otis Place.
*Holt, Jessie Ella, [Conn.].....	1109 K St.
Hooper, Louise M., [D. C.].....	3023 Q St.
Hope, Mary, [Kansas].....	1305 Clifton St.
Hope, Mildred, [Kansas].....	1305 Clifton St.
†Hopkins, Hazel Ann, [Minn.].....	914 New York Ave.
*Hotchener, Henry, [D. C.].....	The Rochambeau.
*Houchen, Mildred Lupien, [D. C.].....	2226 N St.
Howe, Rose Belle, [N. Y.].....	3338 17th St.
*Hudson, Rebecca Jane, [Va.].....	1409 15th St.
*Huginin, Margaret Louise, [Iowa].....	1629 Hobart St.
*†Humphreys, Elizabeth, [Miss.].....	1711 I St.
†Hungerford, Marion, [Md.].....	1636 14th St.
*Hunt, Beatrice R., [D. C.].....	2727 Ontario Road.
*†Hunt, Leslie L., [Ill.].....	1406 Columbia St.
Hunter, Anna M., [Ohio].....	4130 7th St.
*Hunter, Ruth Irene, [Maine].....	114 3rd St., N. E.
†Hurja, Emil Edward, [Alaska].....	1100 Vermont Ave.
*Hurlburt, Esther, [Penna.].....	1351 Massachusetts Ave., S. E.
Hurst, Lee Nora, [Ky.].....	406 M St., N. E.
†Hyer, Grace L., [D. C.].....	1332 9th St.
*†Hyland, Harry A., [D. C.].....	18 Seaton Place.
Hyman, Sadie Zunser, [D. C.].....	3401 16th St.
†Jacobs, Fred P., [D. C.].....	1717 20th St.
*Jacobs, Merlin Edwin, [D. C.].....	3425 Porter St.
*Jacobsen, Eugene R., [D. C.].....	2509 Pennsylvania Ave.
James, Minnie Margaret, [D. C.].....	1320 Vermont Ave.
†Janés, Dorothy Eloise, [N. Y.].....	The Kenyon.
*Jaquith, Allen Foucestier, [N. J.].....	1906 H St.
*Jasper, Mayme A., [D. C.].....	30 6th St., S. E.
Jenkins, Anna E., [D. C.].....	3004 Albemarle St.
Jensen, Amalie E., [Ill.].....	1656 Euclid St.
†Jermain, Nina Lauretta, [Mich.].....	Bureau Aircraft Production.
†Jessup, Daisie T., [D. C.].....	The Plymouth.
*†Johns, Hyland R., [D. C.].....	1450 Harvard St.
Johnson, Catherine, [D. C.].....	2108 16th St.
Johnson, Elsie Evelyn, [D. C.].....	2803 14th St.
B.L.E., 1915, Syracuse University.	
*Johnson, Helen Cranmer, [D. C.].....	39 K St., N. E.
*Johnson, Marion Johanne, [N. Y.].....	2803 14th St.
Johnson, Mary Asenath, [D. C.].....	3540 10th St.
Johnston, Richard H., [D. C.].....	Munsey Bldg.
*Johnstone, Zadye, [N. Y.].....	209 13th St.
*†Jones, Helen G., [Ind.].....	3714 Morrison St.
*†Jones, Lily E., [Ill.].....	1623 H St.
Jones, Lula M., [Me.].....	Silver Spring, Md.

- \*Jones, Mary J., [Md.].....Mt. Rainier, Md.  
 †Joost, David, [Texas].....329 E. Capitol St.  
 Judge, Anastasia, G., [D. C.].....116 V St., N. W.  
 \*Jump, Cecilia Kendig, [D. C.].....Seward Apts.  
 \*Kavanaugh, Alice R., [Wis.].....The New Berne.  
 Keel, Susie, [D. C.].....1316 K St.  
 Keeley, Cora Larimore, [D. C.].....1620 Riggs Place.  
 Keen, Sadie Ernestine, [Calif.].....1402 14th St.  
 \*Kelley, Helen L., [N. Y.].....1710 I St.  
 \*Kenealy, D. M., [D. C.].....1110 Columbia Road.  
 †Kennedy, James A., [D. C.].....Cavanaugh Courts.  
 Kernan, Julia, [D. C.].....1201 Perry St., N. E.  
 \*Kernode, Ruth A., [N. C.].....1409 Kennedy St.  
 Kershaw, Ada L., [Mass.].....Forest Glen, Md.  
 Keyes, Emilie Cocahman, [Ga.].....1120 Rhode Island Ave.  
 Keifer, Alpha H., [Mont.].....2406 Pennsylvania Ave.  
 \*Killeen, Mary Katherine, [D. C.].....3117 N St.  
 \*Kimball, Ruth E., [D. C.].....4324 14th St.  
 \*King, M. Ruth, [D. C.].....1503 R St.  
 †King, Merrill Barnett, [Ill.].....George Washington Hotel.  
 \*King, Ninita H., [Mich.].....6312 Connecticut Ave.  
 †Kirkpatrick, Rosalie T., [Texas].....Civil Service Commission.  
 \*Kisling, Mildred L., .....939 M St.  
 \*Klaus, Morris, [N. Y.].....1209 21st St.  
 \*Kleeblatt, Miriam, [D. C.].....3542 13th St.  
 \*Kokinos, Lycurgas N., [Mass.].....Walter Reed Hospital.  
 \*Krieger, Ruth C., [Iowa].....220 B St., S. E.  
 \*Kyger, Margueriet, [Wash.].....2134 F St.  
 \*Kyle, Kate H., [Mo.].....Clarendon, Va.  
 \*Lacroix, Florence Y., [Mass.].....1414 Perry Place.  
 Lake, Lola E., [Calif.].....3110 13th St.  
 \*Lance, Beryl L., [Kans.].....1341 Franklin St., N. E.  
 \*Lander, K. Douglas, [Ky.].....Falkstone Courts.  
 †Langland, Albert J., [Mass.].....1810 Calvert St.  
 †Larson, Swan Alfred, [Minn.].....2130 O St.  
 \*Lash, Georgiana, [Va.].....517 N. Columbus St., Alexandria, Va.  
 \*†Lawson, Nina Eveline, [N. Y.].....2518 17th St.  
 Leahy, Emelia A., [Ill.].....1705 13th St.  
 \*†Lebauda, Mary R., [Pa.].....2105 1st St.  
 \*Ledgerwood, Dorothy, [Ill.].....3409 Mt. Pleasant St.  
 †Lee, Edith J., [D. C.].....1239 Talbert St., S. E.  
 †Leedy, Nellie Grace, [Mo.].....1340 E Capitol St.  
 \*Lenovitz, Bessie, [Md.].....2927 M St.  
 Lephfew, Bessie, [D. C.].....1362 F St., N. E.  
 Lesser, Isador, [Mass.].....925 N St.  
 \*Liebert, Anna, [N. Y.].....1620 T St.  
 \*†Lindgren, Alma Margaret, [Fla.].....1014 Vermont Ave.  
 †Lippitt, Minnie H., [D. C.].....Washington, D. C.  
 \*Littlefield, Georgia, [N. Y.].....1246 10th St.  
 †Locke, Vernie M., [N. Y.].....Clarendon, Va.  
 Lodge, Thomas E., [D. C.].....Y. M. C. A.  
 Londow, Ezekiel, Jacob, [N. C.].....1123 6th St.  
 Long, Mrs. James E., [Wis.].....The Ontario Apts.  
 \*Louden, Mildred, [D. C.].....1031 Park Road.  
 Louia, Melvin, [D. C.].....1232 Irving St.  
 Love, Ellen Lane, [Va.].....3748 McKinley St., Chevy Chase, D. C.



Love, Katherine Usher, [D. C.].....	3748 McKinley St.
*Lovell, Ellen, [Tenn.].....	1747 Kilbourne Place.
*Lowrey, Margaret H., [Iowa].....	3505 14th St.
*†Lucas, Kate Cameron, [Tenn.].....	1711 I St.
Lyons, Helen Rachel, [Mass.].....	435 Massachusetts Ave.
†McCarthy, Kathryn H., [Penna.].....	2305 Washington Circle.
*McClain, Lilian Louise, [D. C.].....	728 10th St., S. E.
McClintock, Laura Madeline, [Penna.].....	The Octavia.
McCloskey, Catherine L., [Okla.].....	1354 Otis Place.
*McConnell, Chalmers S., [D. C.].....	1753 18th St.
McCrary, Charles William, [Va.].....	3530 T St.
†McCullen, Bryan, [D. C.].....	3627 N. Hampshire Ave.
*McDonald, Monica B., [D. C.].....	2128 Flagler Place.
†McElroy, Mary B., [D. C.].....	1629 13th St.
*McGehee, Mary, [Ala.].....	4011 9th St.
*MacFarland, Julia, [Texas].....	1129 Girard St.
MacIntosh, Lulu M., [D. C.].....	821 N. Carolina Ave., S. E.
*Mahan, Paul E., [W. Va.].....	2303 Pennsylvania Ave., S. E.
*Maher, Marie Cecilia, [Minn.].....	511 L St.
*Mahneke, John F., [D. C.].....	432 Baylor St.
†Majchrowicz, Jeanne M., [Ill.].....	718 Maryland Ave., N. E.
*†Malouin, Miriam M., [D. C.].....	1350 Randolph St.
*Mannerse, Kathryn R., [Iowa].....	1031 Park Road.
†Marshall, Clinton L., [Va.].....	Marine Corps Headquarters.
*Martin, Mary F., [Texas].....	1018 Vermont Ave.
*Marvin, Cornelia, [D. C.].....	1501 Emerson St.
Mason, John Russell, [D. C.].....	808 9th St., N. E.
Mathieson, Edna Mildred, [Ind.].....	43 Girard St., N. E.
Mathis, Mary, [Ga.].....	1123 13th St.
Matthews, Edna Earl, [Va.].....	1305 10th St.
†Mattison, Josephine, [Mich.].....	2004 G St.
*Maura, Velma Lane, [Ala.].....	1740 K St.
*Maxwell, Dora, [N. Y.].....	1101 Euclid St.
*Mayer, Leo, [N. Y.].....	3309 13th St.
*†Maynard, George Maudesley, [D. C.].....	1475 Columbia Road.
Mayo, Redmond, [D. C.].....	1335 H St.
†Meakin, Allan J., Jr., [Ohio].....	617 22nd St.
†Melcher, Ida H., [Nebr.].....	3335 18th St.
*Mell, Faith Althea, [Penna.].....	220 B St., S. E.
†Merrick, Manila C., [Iowa].....	1225 L St.
Michael, Rachel H., [Calif.].....	311 C St.
Middlebrook, Cecilia A., [Texas].....	1027 Park Road.
†Miller, Marjorie, [Wash.].....	Pan American Union.
†Mills, Esther Margaret, [Calif.].....	1621 17th St.
Mills, Oliver Raymond, [D. C.].....	62 Seaton Place.
†Mills, Agnes J., [Colo.].....	617 Quebec Place.
Miner, Ethel G., [Ohio].....	1613 Irving St.
*Minear, Lulu, [W. Va.].....	412 10th St.
*Miotke, Therese A., [Wis.].....	708 19th St.
*Mirth, Dorothy, [D. C.].....	324 11th St., N. E.
Mitchell, Charlotte G., [D. C.].....	1824 G St.
*†Mitchell, Lotus Lucile, [Mo.].....	1104 M St.
Molster, Jean Lawson, [D. C.].....	934 Kearney St., N. E.
Mon, Ora May, [Ill.].....	119 W St.
†Montgomery, William P., [Md.].....	Pan American Union.
*Moon, Annie J., [D. C.].....	Montgomery Apts.

- \*Moore, Ardala, [D. C.].....111 Tennessee Ave., N. E.  
 \*Moore, Herbert E., [Ohio].....1736 T St.  
 †Moore, Ruth M., [Ill.].....139 V St.  
 \*Moran, Mignon, [D. C.].....429 Shepherd St.  
 †Moran, Catherine V., [D. C.].....1712 A St., S. E.  
 Moran, William Cornelius, [Nebr.].....1333 15th St.  
 \*Morgan, Arabelle, [D. C.].....1441 Fairmont St.  
 \*Morgan, G. Maude, [D. C.].....629 New Jersey Ave.  
 Morgan, Ruth Jennison, [Minn.].....1126 Columbia Road.  
 Morgan, Sarah Beard, [D. C.].....911 O St.  
 Morrison, M. Frances, [Kansas].....512 Park Road.  
 †Mosby, Margaret Pendleton, [D. C.].....2019 19th St.  
 \*Moser, Lillian T., [Kansas].....2016 G St.  
 †Moulton, Ethel L., [Mass.].....1490 Newton St.  
 †Moyle, Gilbert D., [D. C.].....2351 29th St.  
 Muldrow, Elizabeth, [D. C.].....2431 Ontario Road.  
 \*Mumpower, Lou, [Mo.].....510½ 2nd St., S. E.  
 \*Murphy, Abigail Theresa, [Vt.].....3420 13th St.  
 \*Murray, M. Elizabeth, [N. J.].....1211 Euclid St.  
 \*Musser, Mabelle Leland, [D. C.].....3 Grant Place.  
 \*Mutch, Marion, [N. J.].....1615 Swann St.  
 \*Myer, Pearl Bessie, [D. C.].....310 4th St., S. E.  
 \*Neumyer, Helen A., [D. C.].....615 3rd St.  
 Newman, Lawrence G., [D. C.].....Law School.  
 Nichol, J. Wallace, [D. C.].....412 Willard Courts.  
 \*Nicholson, Blake Edwin, [W. Va.].....Camp Meigs.  
 †Nicholson, Jean, [S. Dak.].....3605 N. Hampshire Ave.  
 Nielson, George L., [Utah].....133 15th St.  
 Niemeyer, Ernestine H., [D. C.].....1708 Lawrence St., N. E.  
 Norgorden, Cora Artemus, [Minn.].....3149 17th St.  
 †Noyes, Martha, [Penna.].....The Iroquois.  
 Novotny, Elsie Mae, [Iowa].....930 O St.  
 †Nussbaum, Cecil Rigby, [Ill.].....1753 Lamont St.  
 A.B., 1918, Northwestern University.  
 \*O'Donnell, Mary E., [Kansas].....1412 Perry Place.  
 O'Donnell, Raymond G., [D. C.].....1120 13th St.  
 \*Oliva, Cecilia, [Ill.].....The Iroquois.  
 †Oliver, Estelle Isabel, [Texas].....N-O, Government Hotels Bldg.  
 \*O'Neill, Helen Geraldine, [Mass.].....1719 13th St.  
 \*O'Neill, Marion L., [D. C.].....1719 13th St.  
 \*O'Neill, Mildred, [D. C.].....1754 Park Road.  
 \*O'Neill, Stella M., [Ill.].....Victoria Apt.  
 †Orr, Merida Beatrice, [Ill.].....1364 Girard St.  
 Ott, Helen L., [Kans.].....512 Park Road.  
 Owen, Abbie, [D. C.].....132 E. Capitol St.  
 \*Owen, Mary Frank, [D. C.].....664 E St., N. E.  
 Pabst, Anna M., [D. C.].....3551 Holmead Place.  
 †Padgett, Marie M., [S. Car.].....1324 Shepherd St.  
 \*Page, Anita B., [Ky.].....1819 F St.  
 \*Parkey, Martin Morrison, [Va.].....Y. M. C. A.  
 †Parest, Clara, [R. I.].....101 N. Carolina Ave., S. E.  
 \*Parks, Edna Irene, [Canada].....2325 Hall Place.  
 †Parlier, Ruth, [Ill.].....2323 I St.  
 \*Parrish, Laura, [Ky.].....2138 California St.  
 \*Paul, Elizabeth A., [D. C.].....3551 Holmead Place.  
 †Paulson, Freeman R., [Iowa].....4321 Iowa Ave.



- Paxton, Mary Annabel, [Va.].....R. F. D., Rosslyn, Va.  
 †Peckham, Winifred A., [Penna.].....1920 Belmont Road.  
 Peirce, Lottie M., [D. C.].....229 Pennsylvania Ave., S. E.  
 \*Pendleton, Gertrude P., [D. C.].....3426 16th St.  
 \*Perrin, Arla, [D. C.].....1234 Crittenden St.  
 Perry, Belle, [D. C.].....1305 N St.  
 \*Peters, Dora C., [D. C.].....39 K St., N. E.  
 Peters, Frances Elizabeth, [D. C.].....39 Quincy Pl., N. E.  
 Phelps, Annabelle Wingate, [D. C.].....2641 Garfield St.  
 Phelps, Rose B., [D. C.].....2141 K St.  
 †Phillips, Walter Hiram, [Ohio].....1842 Calvert St.  
 \*Pigott, Mabel J., [D. C.].....11 R St., N. E.  
 Pilcher, Ruth Elizabeth, [D. C.].....2118 18th St.  
 \*Plowden, Nell M., [Md.].....2132 F St.  
 \*†Pohorsky, Eleanor J., [Ia.].....1014 Vermont Ave.  
 \*Porteous, Ella May, [Tex.].....803 Mt. Vernon Place.  
 Porter, Mildred Strong, [Mass.].....Allies Inn.  
 \*Postles, Irene Hudgins, [D. C.].....3516 Park Place.  
 Powers, Robert, [D. C.].....1322 Vermont Ave.  
 Prescott, Olive, [Ind.].....P-Q, Plaza Apts.  
 \*Price, Marion Martin, [D. C.].....1521 Buchanan St.  
 Prior, Clementine, [D. C.].....633 Kenyon St.  
 Pryor, Mary Eleanor, [Md.].....36 Poplar St., Takoma Park, Md.  
 †Pulliam, Robert William, [N. C.].....Y. M. C. A.  
 \*Purcell, Helen Claire, [Neb.].....1084 Park Road.  
 †Quirk, Ellen M., [D. C.].....1332 I St.  
 Rabette, Amanda A., [D. C.].....1495 Newton St.  
 †Ralston, Helen Marie, [Ill.].....1912 Sunderland Place.  
 †Ralston, Julian C., [D. C.].....The Bulkley Apts.  
 \*Rand, Ben R., [D. C.].....1201 Clifton St.  
 Randall, Lorma, [Md.].....209 Maple Ave., Takoma Park, Md.  
 \*Rauchenstein, Helen Anna, [D. C.].....507 7th St., S. E.  
 \*Rayes, Beatrice, [D. C.].....2574 University Place.  
 \*Redmond, Ruth P., [N. Y.].....The Senate.  
 Reed, Elizabeth Freeman, [D. C.].....603 F St., N. E.  
 Reese, Warren S., [Ala.].....408 2nd St.  
 \*Reis, Jule, [N. Y.].....1231 Talbert St., S. E.  
 \*Reisinger, Dorothy E., [Md.].....37 Rhode Island Ave.  
 \*Remsburg, Laura K., [D. C.].....1026 Lawrence St., N. E.  
 \*Reynolds, Ruth, [Ohio].....1523 22nd St.  
 \*Rhea, Learner T., [D. C.].....1339 14th St.  
 Richards, Miriam, [Md.].....9 W. Irving St., Chevy Chase, Md.  
 \*Rivera, Irene L., [Mass.].....DeSoto Apartment.  
 \*Rivero, Graciela Martin, [D. C.].....1712 Kilbourne Place.  
 \*†Rixen, Valdemar, [D. C.].....1829 Phelps Place.  
 Roberts, John Elbert, [Mo.].....1000 23rd St.  
 \*Robinson, Virginia, [Md.].....1523 22nd St.  
 †Rocco, George J., [D. C.].....1342 Irving St.  
 \*Roche, Nellie J., [Tenn.].....1845 Vernon St.  
 †Romney, Miles, Jr., [Mont.].....1100 Vermont Ave.  
 †Ross, Lydia D., [Mo.].....Rockville, Md.  
 †Rosinski, Gertrude L., [D. C.].....1216 K St.  
 \*Roth, Luella, [N. Y.].....1819 F St.  
 \*Rothgeb, Mary R., [Va.].....5 S St.  
 Rounds, Elizabeth, [Ind.].....1337 Newton St.  
 \*Rowell, Etta May, [N. H.].....550 Columbia Road.

*†Rowlee, Francis Marion, [D. C.].....	U. S. Naval Hospital.
*†Rudder, Willie C., [Miss.].....	200 A St., S. E.
†Ruddy, Isabelle K., [Mo.].....	1752 Park Road.
*Ruppert, Minnie L., [D. C.].....	1825 Hamlin St., N. E.
*Ryder, Marion P., [N. Y.].....	1112 Monroe St.
*Sage, Jerome, [Miss.].....	2023 G St.
*Savage, Marjorie, [Iowa].....	3505 14th St.
*Scarff, Ruth Nelson, [Md.].....	1024 Vermont Ave.
†Scharf, John G., [D. C.].....	3411 Brown St.
*Schlicting, Arthur C., [Ill.].....	1733 G St.
*†Schmidt, Joseph Herbert, [Nebr.].....	808 G St., S. E.
*Schmitt, Ewald, [Mass.].....	1123 5th St.
*Schnare, Lester L., [D. C.].....	Department of State.
*Scholen, Hanna, [Wash.].....	2134 F St.
*Schurar, Louise, [S. C.].....	1101 2nd St., S. E.
Schutz, Nicholas, [D. C.].....	1750 M St.
*Scott, Thelma G., [D. C.].....	220 4th St., S. E.
†Shafer, William, [D. C.].....	1430 V St.
†Shapiro, Beatrice, [N. Y.].....	20 Adams St.
Shappirio, Lillian, [D. C.].....	910 M St.
Shappirio, Pauline C., [D. C.].....	910 M St.
*Shaw, Edna Marshall, [D. C.].....	Station H, Route A.
*Shaw, Margaret, [D. C.].....	3604 Newark St.
*Shaw, Randolph C., [D. C.].....	1419 R St.
Shea, James W., [D. C.].....	4427 Iowa Ave.
Sheffield, Edgar Lee, [Idaho].....	1740 K St.
*Shelton, Mary, [D. C.].....	3614 N. Hampshire Ave.
*Sherman, Mabelle, [D. C.].....	1101 K St.
Shoemaker, Ruth Agnes, [D. C.].....	5310 Belt Road.
Simpson, Mary Kirk, [Va.].....	1212 34th St.
Singleton, Ina Duvall, [D. C.].....	2020 H St.
Skelton, Edythe Lillian, [Va.].....	620 B St., S. W.
Skelton, Gertrude E., [Mich.].....	1322 L St.
Smedes, Henrietta R., [Fla.].....	2120 G St.
*Smelker, Mildred C., [D. C.].....	2129 G St.
Smith, Alice Cornelia, [Conn.].....	3242 38th St.
†Smith, Margaret, [Colo.].....	1707 19th St.
Smith, Mary P., [W. Va.].....	2434 Pennsylvania Ave.
Smith, Newton W., [D. C.].....	1806 Riggs Place.
*Smith, Nina W., [D. C.].....	1806 Riggs Place.
*Smith, Rowena May, [D. C.].....	1812 Vernon St.
Smith, Theodore Studwell, [D. C.].....	1862 Mintwood Place.
Smith, Theresa Brick, [D. C.].....	3401 16th St.
*Smith, Walter, [D. C.].....	Y. M. C. A.
Snowden, Elizabeth V., [D. C.].....	1818 Ingleside Terrace.
*Soady, Eunice, [Ill.].....	132 R St., N. E.
*Somers, Emily G., [N. Y.].....	1345 Newton St.
Sorenson, Agnes LaVerne, [D. C.].....	Takoma Park, D. C.
*Sorey, Tom L., [Okla.].....	1223 Crittenden St.
*Sowers, Virginia Adams, [N. C.].....	13 Quincy Place.
Sowersby, Ora, [D. C.].....	National Zoological Park.
†Sparhawk, William Norwood, [D. C.].....	2514 Hall Place.
*Speidel, Carl Caskey, [D. C.].....	2309 1st St.
†Spencer, Charles E., [Mich.].....	1843 Kalorama Road.
*Spencer Jennett, [Colo.].....	1919 K St.



*Stanger, Benjamin Z., [D. C.].....	3538 11th St.
*Stanton, Ruth E., [D. C.].....	4415 Georgia Ave.
Starr, Relda A., [N. Y.].....	111 4th St., S. E.
*Stearns, Adele L., [Va.].....	1441 Girard St.
*Steele, F. W., [D. C.].....	1435 W St.
Stein, Hattie, [D. C.].....	Concord Apartments.
†Sternbergh, Harriet Elizabeth, [Penna.].....	3448 34th Pl.
*Stevens, Lillian E., [D. C.].....	2019 N St.
Stevens, Mary C., [D. C.].....	2612 Garfield St.
†Stevenson, Horace L., [D. C.].....	157 U St.
*†Stewart, Iva Curtis, [D. C.].....	2047 Park Road.
*Stickell, Jesse, [N. Y.].....	1718 Corcoran St.
*Stickle, Monroe A., [D. C.].....	1116 F St., N. E.
Stimpson, Winifred, [D. C.].....	2141 Wyoming Ave.
Stockton, A. Marion, [Calif.].....	5610 14th St.
*†Stokes, Mable Medora, [Ohio].....	825 15th St.
Stoneman, Marion P., [Va.].....	515 6th St., N. E.
Strawn, Roxie Nolan, [Ind.].....	2118 O St.
Stuard, Mabel E., [D. C.].....	2118 I St.
Studds, Marie, [D. C.].....	1409 New Jersey Ave.
*Stumpfle, Florence M., [Va.].....	Cherrydale Va.
Stuwe, J. D., [D. C.].....	U. S. Patent Office.
*†Sullivan, John Henry, [Mich.].....	435 Massachusetts Ave.
*Sullivan, Kathleen F., [D. C.].....	3574 11th St.
*Surasky, Esther, [S. C.].....	1301 K St.
Swearinger, Anita, [Ind.].....	2912 16th St., N. E.
*Sweeney, Doris M., [D. C.].....	1315 N St.
*Szilagy, George, [D. C.].....	Y. M. C. A.
*Tabor, Lucy Hazel, [Ohio].....	3222 13th St.
*Takken, Edna Baird, [D. C.].....	1006 B St., S. W.
Tapley, Gladys, [D. C.].....	233 Tennessee Ave., N. E.
*Tauber, Minnie Rose, [D. C.].....	1706 U St.
*Thode, Adell R., [N. Y.].....	1330 Massachusetts Ave.
†Thomas, Arden Hayes, [Ind.].....	704 13th St.
*Thompson, Edna, [Ill.].....	1439 T St.
Thompson, Frances M., [D. C.].....	351 10th St., S. E.
†Thurby, Gladys Leone, [Ohio].....	The Plaza Apartments.
*Todd, Jessie E., [Ill.].....	1829 K St.
Toner, Carrie E., [D. C.].....	1814 Ingleside Terrace.
*Terrey, Earl G., [D. C.].....	40 Randolph Place.
Totten, Callie M., [Tex.].....	1407 W St.
†Towsley, F. H., [D. C.].....	2502 Hamlin St., N. E.
*Towson, Helen J., [D. C.].....	400 M St.
*Towson, Leontine I., [D. C.].....	400 M St.
Traylor, Maude L., [Ill.].....	113 1st St., N. E.
†Truesdell, Horace Warner, [D. C.].....	1121 Harvard St.
Trundle, Mary E., [D. C.].....	72 R St.
*Tuben, Gilbert A., [D. C.].....	225 1st St., N. E.
*Turner, Dorothy, [D. C.].....	3901 Illinois Ave.
*Turner, Edith L., [D. C.].....	18 4th St., S. E.
*Turner, Marie Alma, [N. C.].....	506 E. Capitol St.
*Turner, Pattie Mangum, [N. C.].....	506 E. Capitol St.
*Turner, Sallie A., [N. C.].....	506 E. Capitol St.
Turoff, Dora M., [D. C.].....	1804 2nd St.
*Tyler, Emma, [Fla.].....	2800 27th St.

- \*Umali, Lydia M., [D. C.].....1101 Euclid St.  
 \*Umhau, Christine, [D. C.].....3305 16th St.  
 \*Underkofler, Florence Joanna, [Pa.].....1719 13th St.  
 †Unruh, June Martha, [Kans.].....130 Adams St.  
 \*Vance, Josephine S., [Ind.].....1414 Girard St.  
 Veale, Anita, [D. C.].....3908 Kansas Ave.  
 \*Vennum, Mary McAlpin, [Ohio].....3544 Park Place.  
 Walker, Effie L., [Miss.].....2237 Florida Ave.  
 \*Walker, Jessie C., [Iowa].....1103 Park Pl., N. E.  
 Wall, Adelaide D., [D. C.].....4009 14th St.  
 \*Walls, Pearl E., [D. C.].....1018 E. Capitol St.  
 \*Walthall, Margaret B., [N. J.].....Olympia Apartments.  
 \*Ward, Ethel Elaine, [Ind.].....1731 Columbia Road.  
 †Wardell, Ralph Hewitt, [Calif.].....1030 17th St.  
 Warren, Virginia Mary, [D. C.].....1333 Belmont St.  
 †Washburn, George Ellery, [D. C.].....3459 Macomb St.  
 \*Washington, Gertrude D., [Mich.].....928 New York Ave.  
 \*Watson, Bessie L., [D. C.].....4041 Washington Post Bldg.  
 Watts, Gladys, [Mo.].....322 Maryland Ave., N. E.  
 \*Weaver, Gladys K., [Ind.].....1416 A St., N. E.  
 \*Weber, Lucile, [Kansas].....336 C St.  
 \*Weeks, Mangum, [D. C.].....3443 Newark St.  
 Weinstein, Perry, [N. Y.].....1905 Kenyon St.  
 \*†Wells, John Raymond, [Va.].....East Falls Church, Va.  
 †Wendt, O. H., [Ia.].....Home Apartments.  
 \*West, Mrytle, [Ky.].....56 Quincy Pl., N. E.  
 †Westerman, Christian Ralph, [Penna.].....1372 Kenyon St.  
 Wetzel, Elsie Amelia, [Ill.].....3631 35th St.  
 White, Roberta Graham, [Md.].....1926 Summit Pl., N. E.  
 White, Ross Antony, [D. C.].....57 Bryant St.  
 \*White, S. Evelyn, [D. C.].....The Woodworth.  
 Wilfey, Katharine, [D. C.].....1483 Harvard St.  
 \*Wilkinson, Alice B., [Kansas].....2141 K St.  
 Willcox, Emma P., [D. C.].....The Thomas.  
 \*Williams, Angela, [D. C.].....640 8th St., N. E.  
 Williams, C. C., [D. C.].....G. W. U. Medical School.  
 Williams, Margery, [Mich.].....1855 Calvert St.  
 Williams, Mathilde Dorothea, [D. C.].....1332 F St.  
 †Williams, Oscar Brown, [Texas].....Walter Reed Hospital  
 Williamson, Georgia G., [Ark.].....1717 20th St.  
 \*Willis, Anna Strickler, [D. C.].....231 10 St., N. E.  
 Willis, Virginia Bullock, [Va.].....Richmond Hotel  
 \*Willkie, Charlotte Esther, [Ind.].....2117 G St.  
 \*Willkie, Julia Etta, [Ind.].....2117 G St.  
 \*†Willoughby, Lillian B., [S. C.].....1815 Kenyon St.  
 \*Wilson, Caroline H., [Tenn.].....1815 18th St.  
 \*Wilson, Cecilia F., [D. C.].....35 I St.  
 \*Wilson, Marion L., [Pa.].....1026 Lawrence St., N. E.  
 \*Wilson, Sara M., [Tenn.].....1815 18th St.  
 \*Wilton, Eva B., [Mich.].....2710 Bladensburg Road.  
 Windridge, Emma Isabelle, [Va.].....Cherrydale, Va.  
 \*†Witte, Mary Catherine, [Md.].....634 9th St., N. E.  
 \*Wittner, Edith Jane Fowler, [Ill.].....1024 Park Road.  
 \*Wolf, Rose, [D. C.].....1819 15th St.  
 \*Wolfe, L. Grace, [Va.].....8 Iowa Circle



†Wolfson, F. J., [D. C.]	1002 Fairmont St.
Wolt, Helen J., [Nebr.]	2715 14th St.
*†Wood, Beulah, [N. J.]	825 15th St.
Woodbury, Lydia A., [Nebr.]	911 L Street, N. E.
Woods, Millard M., [D. C.]	Department of Medicine
Woreschek, Arthur, [D. C.]	127 D St.
†Wright, Cora I., [Ia.]	1212 Twelfth St.
*Wynn, Orlena, [D. C.]	3630 Park Place.
Young, Augusta Freeman, [N. Dak.]	1830 16th St.
A.B., 1918, George Washington University.	
†Young, Harold A., [S. C.]	1810 Calvert St.
*Young, Mabel E., [D. C.]	2111 H St.
Young, Vincent H., [D. C.]	Law School
Zamora, Mauricio, [P. I.]	2942 Ordway St.
*Zimmerman, August, [D. C.]	912 9th St.

## COLLEGE OF ENGINEERING

## CANDIDATES FOR DEGREES

Data in parentheses represent course taken and the number of credits.

*Aaron, Jacob Henry, (Ch.E.; 0), [D. C.]	1322 Florida Ave., N. E.
Aman, Walter Frank, (E.E.; 56), [Md.]	Mt. Rainier, Md.
Anderson, John Augusta, Jr., (C.E.; 20), [D. C.]	1520 E. Capitol St.
Bacas, Aris Harry, (E.E.; 26), [Greece]	1929 14th St., N. W.
*Babach, Earl Wilson, (M.E.; 0), [Pa.]	2015 G St., N. W.
Basseches, Jacob Thomas, (M.E.; 44), [N. Y.]	1814 Riggs Pl.
Bauskett, Helen V., (Chem.; 18), [D. C.]	1201 Girard St.
*Berenter, Philip, (C.E.; 0), [D. C.]	445 7th St., S. W.
Berliner, Julius Frederick Thomas, (Ch.E.; 0), [D. C.]	1471 Irving St.
Berryman, Nalls, (Chem.; 6), [D. C.]	40 Chestnut St., Takoma Park, D. C.
Biehm, Mary, (Chem.; 0), [Ky.]	4 Iowa Circle.
†Biggs, Zeno Alvin, (E.E.; 101), [Md.]	1730 Euclid St.
Birch, Alvin Lloyd, (C.E.; 8), [D. C.]	1635 R St., N. W.
Blackman, Cyrene E., (Chem.; 39), [Ind.]	209 S St., N. W.
†Blakely, Charles Francis, (C.E.; 92), [Nebr.]	Y. M. C. A.
*Bloomquist, Earl A., (C. E.; 0), [Ill.]	1737 Park Road, N. W.
Blosk, Edwin Arthur, (M.E.; 20), [D. C.]	744 Quebec St., N. W.
†Boyd, Joseph Reginald, (E.E.; 26), [D. C.]	1360 Parkwood Pl.
*Bradburn, John Raymond, (M.E.; 0), [D. C.]	308 Tenn. Ave., N. E.
Brady, John Bernard, (M.E.; 96), [Md.]	508 Warwick Pl.
Brauner, Ralph Herrman, (E.E.; 32), [D. C.]	Greenvale, Brookland, D. C.
*Brink, Raymond Otto, (M.E.; 0), [Conn.]	509 3rd St., S. E.
Bryant, Charles Byrn, (Ch.E.; 0), [D. C.]	3 You St., N. W.
†Buckingham, Wells S., (C.E.; 0), [D. C.]	Apt. 210, The Portner.
Burk, Paul William, (M.E.; 0), [D. C.]	1322 5th St., N. W.
Burner, Charles Alexander, (C.E.; 26), [D. C.]	1111 Irving St.
Burneston, Joseph Lee, (C.E.; 24), [D. C.]	636 E St., S. W.
Burton, Lawrence Elmer, (Chem.; 88), [D. C.]	1218 Kenyon St.

- Burton, Oliver E., (Chem.; 36), [W. Va.]....2303 Pa. Ave., S. E.  
 Campbell, Richard Dodge, (E.E.; 42), [D. C.]  
 †Casanova, Arturus Ynocencio, Jr., (C.E.; 0), [D. C.]  
 Christian, Wellner Livingstone, (M.E.; 0), [D. C.]  
 \*Cissel, Henry Howard, (C.E.; 0), [D. C.]  
 Clarkson, Harry Irving, (M.E.; 8), [D. C.]  
 Colburn, William Edward, Jr., (M.E.; 0), [D. C.]  
 †Cole, Francis Gruelle, (M.E.; 43), [D. C.]  
 \*Coombs, Walter Edward, (Ch.E.; 0), [Maine]  
 Corey, George Holton, (Chem.; 24), [Pa.]  
 Covert, Roy Norton, (M.E.; 0), [Ill.]  
 Cramer, Robert Lea, (E.E.; 0), [D. C.]  
 Cross, Fred Sylvester, (Chem.; 48), [D. C.]  
 Cruickshanks, Benjamin Carpenter, (M.E.; 112), [D. C.]  
 †Dale, Lloyd Emerson, (Chem.; 14), [Neb.]  
 Darnall, Mrs. Clara Barclay, (Chem; 26½), [Md.]  
 Davidson, Wilbur Delozier, (C.E.; 0), [D. C.]  
 Davis, Thomas Allan, (Ch.E.; 32), [D. C.]  
 De Frees, Raymond G., (C.E.; 116), [Iowa]  
 Degener, Edward L., (C.E.; 0), [Ill.]  
 †Degnan, George A., (M.E.; 133), [Pa.]  
 †Dempsey, James Bryan, (M.E.; 13), [Kansas]  
 Derrick, John Milton, (M.E.; 0), [Md.]  
 †Disney, Lindsay Pettit, (M.E.; 33), [D. C.]  
 Dunbar, Eroril, (M.E.; 0) [D. C.]  
 \*Dunbar, Harvey Roldan, (Ch.E.; 0), [W. Va.]  
 A.B., 1913, Marietta College.  
 Duncan, Samuel James, (C.E.; 0), [Md.]  
 †\*Dutton, Harold Harrison, (C.E.; 36), [D. C.]  
 †Edwards, Thomas Rives, (Arch.; 65), [D. C.]  
 Elsinger, John Overton, (M.E.; 0), [D. C.]  
 Ellerbrock, John Henry, (M.E.; 0), [D. C.]  
 \*Ervin, Gay, (C.E.; 39), [Iowa]  
 Faris, Robert L., Jr., (Chem.; 57½), [D. C.]  
 \*Farkash, Edward, (C.E.; 54), [N. Y.]  
 Farnham, Arthur Blanchard, (Arch.; 73), [D. C.]  
 Fedde, Walter Carl, (Chem.; 38), [Colo.]  
 Field, Fred Erskine, (E.E.; 0), [Cal.]  
 Fihe, Albert Joseph, (Ch.E.; 72), [Ky.]  
 A.B., 1906, St Xavier College.  
 †Fleming, Euclid Story, Jr., (M.E.; 0), [D. C.]  
 \*France, Ramon Denison, (M.E.; 35½), [Tenn.]  
 †Free, Walter Henry, (M.E.; 4), [Iowa]



- Friedman, Solomon, (C.E.; 25), [C. J.].....701 E St., S. W.  
Garman, Frank Russell, (M.E.; 0), [Pa.].....2645 N. Cap. St.  
†Garman, George Guy, (E.E.; 5), [Pa.].....2031 2nd St., N. E.  
Gatchell, Williard Waddington, (Chem.; 0), [D. C.].....3209 19th St.  
Gebhart, Arthur, (Chem.; 52½), [Pa.].....4 6th St., N. E.  
Gerber, Simon, (Chem.; 107), [Russia].....1339 H St., N. W.  
Giltrud, Esther Agnes, (Arch.; 0), [N. D.].....1335 Montague St.  
†Glycofrides, Eustace, (Chem.; 21), [D. C.].....735 9th St., N. W.  
Goldfarb, Saul Myer, (M.E.; 0), [D. C.].....118 4th St., N. E.  
Gonzalez, William Alexander, (Chem.; 26), [N. Y.]  
200 E St., N. W.  
Goodall, Alfred Burrows, (E.E.; 4), [D. C.]  
1824 Ingleside Terrace.  
Graham, Daniel Parsons, (Ch.E.; 0), [Cal.].....12 R. I. Ave., N. E.  
Graham, George Emlen, (M.E.; 0), [D. C.].....2017 Kalamazoo Road.  
Greeley, Arthur Edward, (E.E.; 8), [D. C.].....2632 Garfield St.  
\*Green, Edgar Melbourne, (M.E.; 5), [D. C.].....82 V St.  
Guest, Cora E., (Chem.; 0), [D. C.].....3165 18th St., N. W.  
Guest, Margaret R., (Chem.; 0), [D. C.].....3165 18th St., N. W.  
Hales, Ralph Alonzo, (M.E.; 0), [D. C.].....22 R. I. Ave., N. W.  
Hanneman, Walter Mooney, (M.E.; 0), [Md.]  
234 Maple Ave., Takoma Park, Md.  
Harding, Raymond Barton, (E.E.; 79), [Va.].....625 G St., S. W.  
Harris, Kathryn, (Arch.; 0), [D. C.].....1505 Lamont St.  
†Harris, W. Wilen, (M.E.; 36), [D. C.].....1756 Church St.  
Harsch, Raymond, (C.E.; 69), [Ohio].....1 Girard St., N. E.  
Hartman, Arthur Meyer, (Chem.; 0), [D. C.]  
1414 Girard St., N. W.  
\*Havens, Verne Leroy, (C.E.; 0), [Neb.].....Powhatan Hotel.  
Hayes, Wilfred Henry, (M.E.; 0), [Mass.].....2015 G St.  
Heald, Roy Hainer, (M.E.; 128), [D. C.].....3515 Holmead Pl.  
Heckert, George Theodore, (E.E.; 0), [W. Va.]  
1712 F St., N. W.  
Heist, LeRoy Ernest, (M.E.; 0), [D. C.].....2415 N. Cap. St.  
\*Henley, Irvin Miller, (Chem.; 0), [Pa.].....410 6th St., N. W.  
Hillig, Fred H., (Chem.; 23), [Ill.].....403 Ky. Ave., S. E.  
Hixson, William Alphonzo, (C.E.; 0), [D. C.]  
624 Irving St., N. W.  
Hubbard, Mabel Estelle, (Chem.; 14), [D. C.]  
112 Quincy St., Chevy Chase, Md.  
Hufnagel, Harry Miller, (E.E.; 26), [D. C.].....1311 6th St.  
Hunter, Paul Benwood, (Ch.E.; 27), [Va.].....2116 G St.  
\*Iehl, Laurel E., (Chem.; 0), [Iowa]  
c/o Y. W. C. A., Silver Spring, Md.  
Javellana, Jose B., (E.E.; 0), [P. I.].....413 Randolph St.  
\*Johns, James Everett, (Arch.; 0), [D. C.].....1532 N. Cap. St.  
Johnson, Clair Villiers, (M.E.; 45), [Iowa].....1829 19th St.  
Kampe, Albert Henry, (C.E.; 8), [Mich.].....1002 M St., N. W.  
\*Kappler, Raymond Andrew, (M.E.; 0), [D. C.].....642 5th St., N. E.  
Karger, Alfred Gus, (Chem.; 0), [Ohio].....2616 Cathedral Ave.  
Keogh, Howard George, (Chem.; 0), [Mass.].....1810 Calvert St.  
†Kost, William Leon, (M.E.; 4), [D. C.].....1427 R. I. Ave., N. W.  
\*Kotterman, Chester A., (M.E.; 12), [D. C.]  
Apt. 43, 2611 Adams Mill Rd.  
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 Lovett, John Willis, (Ch.E.; 0), [D. C.]....140 Adams St., N. W.  
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 Stimson, Edward, (Chem.; 0), [N. Y.].....710 9th St., N. W.  
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     2020 1st St., N. W.  
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 \*Jones, Marion, [Mich.].....1615 S St., N. W.  
 \*Joyner, Helen Clayton, [Va.].....Clarendon, Va.  
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 \*Katz, William, [D. C.].....511 L St., N. W.  
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     S.B., 1914, Oklahoma Agric. & Mech. College; M. S., 1917,  
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 Schmid, Carl George, [Ind.].....5311 Illinois Ave.  
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- Woolridge, Jacob Henry, [D. C.].....33 Eye St., N. E.  
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## TEACHERS COLLEGE

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Figures in parentheses represent the number of credits.

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 Bell, Mrs. Etta R., (45), [Mo.].....2129 Channing St., N. E.  
 Bell, Ruth, (48), [D. C.].....642 C St., N. E.  
 Beller, Sadie White, (109), [D. C.].....235 1st St., N. E.  
 Bellony, Alexander Mathias, (28), [N. Y.].....Munitions Bldg.  
 Berry, Mattie Sue, (65), [Ga.].....1209 Park Road.  
 †Blaylock, Susie Adams, (15), [Ga.].....1428 Clifton St.  
 Boone, Virginia Lee, (81), [Md.].....U. S. National Museum.  
 \*Bowden, Anna Virginia, (0), [D. C.].....13 Girard St., N. E.  
 \*Brackett, Catherine, (0), [D. C.].....1464 Girard St.  
 Brackett, Ruth, (0), [Maine].....1912 Sunderland Pl.  
 †Bray, Mary Madeline, (48), [Pa.].....1335 D St., N. E.  
 Brill, Rose, (99), [D. C.].....2801 Georgia Ave.  
 \*Broder, Julia, (0), [N. J.].....626 22nd St.  
 Brown, Georgia Mae, (66), [Minn.].....45 D St., S. E.  
 Bruce, Gail, (48), [Ohio].....1801 Avon Place.  
 Brumbaugh, Emma Jane, (0), [D. C.].....8 Girard St., N. E.  
 \*Brumbaugh, Esther, (5), [D. C.].....8 Girard St., N. E.  
 Brumm, Henryette, (78), [D. C.].....517 E St., N. E.  
 Bryan, Mary Penelope, (48), [Ala.].....1906 Florida Ave.  
 \*Buchalter, Sarah, (0), [D. C.].....1130 N. Capitol St.  
 Burroughs, Eugene Scott, (83), [Md.].....Clinton, Md.  
 †Butts, Mrs. Frances Moon, (117), [Va.].....802 R. I. Ave., N. W.  
     B.S., 1913, Eastern College.  
 \*Carr, Helen Eugenia, (0), [Md.]  
     914 Kearney St., Brookland, D. C.  
 Castillejo, Lino Juan, (101), [Manila, P. I.].....2942 Ordway St.  
 †Cherry, Clara Millicent, (48), [Va.].....115 E St., S. E.  
 †Cherry, Marie Angela, (48), [Va.].....115 E St., S. E.  
 †Colwell, Edna Pearl, (0), [Mich.]  
     Room 118, P. G. Bldg., Union Plaza.  
 Connell, Lillie Marie, (87), [D. C.].....519 Stanton Place.  
 \*Cowles, Percy Thomas, (93), [Mass.].....2811 11th St., N. W.  
 Crabtree, Eunice Katherine, (0), [D. C.].....1304 Euclid St.  
 Crockett, Bessie Lee, (65), [D. C.].....1617 Swan St.  
 †Crowder, Naomi, (0), [Va.].....1155 Morse St., N. E.  
 Daniel, Helen Lane, (48), [Va.].....2804 27th St.  
 Davison, Mrs. Mabel M., (27), [D. C.].....318 3rd St.  
 Dent, Mary Catherine, (104), [D. C.].....3009 P St., N. W.



Dillenback, Eleanor, (0), [D. C.].....	3714 Morrison St.
*†Dougherty, Helen Mildred, (0), [Pa.].....	512 R. I. Ave., N. E.
*Droney, Vietta Maria, (0), [D. C.].....	125 N. C. Ave., S. E.
Dufour, Arline Hughes, (102), [D. C.].....	1343 L St., N. W.
Duvall, Mildred, (48), [D. C.].....	3025 N St., N. W.
Edie, Margaret Jane, (48), [N. Y.].....	3812 7th St.
*Edwards, Marguerite, (0), [Mo.].....	3220 Ga. Ave.
Emory, Mary Annette, (118), [D. C.].....	811 6th St., N. E.
*Etter, Bess, (10), [Nebr.].....	1270 Morse St., S. E.
Ewer, Maidee, (54), [Cal.].....	1141 N. H. Ave.
*Fairless, Florence Louise, (27), [Ind.].....	1418 21st St.
Fenderson, Mrs. Minnie W., (48), [D. C.].....	1864 Monroe St.
Fravel, Margaret, (0), [Va.].....	E. Falls Church, Va.
Frazier, Susie Jolley, (48), [Md.].....	126 C St., N. E.
*Frey, Esther Cheradine, (0), [Pa.].....	1448 Park Road.
*Frey, Mabel Joyce, (0), [Pa.].....	1448 Park Road.
Gaddis, Margaret Trimble, (82), [D. C.].....	1017 E. Capitol St.
†Gambs, John Sacke, (35), [Ohio].....	2617 University Pl.
*Garrels, Harriet Elsie, (42), [D. C.].....	1110 Fairmont St.
Getty, Annie Graham, (63), [D. C.].....	1647 Hobart St.
Gibbs, Kate Maria, (114), [Mass.].....	3315 12th St., N. E.
*Gillette, Wilmarth Benedict, (48), [Ala.].....	
*Greenwood, Katherine E., (72), [D. C.].....	806 Md. Ave., N. E.
Gregory, Agnes Josephine, (60), [D. C.].....	Olympia Apt.
*Grubb, Dora Ellis, (0), [Va.].....	1426 M St.
Hardell, Lelia B., (68), [D. C.].....	906 P St.
Harris, Elizabeth, (56), [Ky.].....	1906 N St., N. W.
*Harris, Sophia Vogt, (50), [D. C.].....	1669 Columbia Road.
*Hartshorn, Bertie Eleanor, (0), [Ohio].....	2129 F St., N. W.
*Haslup, Dorothy Lucile, (0), [Md.].....	Laurel, Md.
Henderson, Eleanor, (72), [D. C.].....	1630 17th St.
Hessler, Agnes Bertha, (30), [D. C.].....	1358 C St., S. W.
Hester, Mrs. Laura Pywell, (93), [Va.].....	Glencarlyn, Va.
*Hewitte, Bessie, (0), [Va.].....	Cherrydale, Va.
Hicks, Evelyn Margaret, (48), [D. C.].....	114 6th St., S. E.
Hocheison, Nannette Isabel, (105), [D. C.].....	208 E St.
Hogan, Inez, (48), [D. C.].....	115 R. I. Ave., N. E.
Hoskinson, Dorothy Louise, (48), [D. C.].....	1661 Wisconsin Ave.
Huber, Josephine Marie, (44), [D. C.].....	1308 Md. Ave., N. E.
Huckabee, Henry Grady, (52), [Ala.].....	Civil Service Commission.
Humphrey, Mary Elizabeth, (52), [D. C.].....	406 R. I. Ave., N. W.
Jacobson, Tillye, (30), [D. C.].....	1354 Girard St.
Johnson, Emily Winifred, (55), [Va.].....	Cherrydale, Va.
Johnson, Virginia Head, (86), [D. C.].....	1107 O St., N. W.
Jones, Mrs. Marie MacMillan, (0), [Wash.].....	15 Quincy Pl.
Jones, Miriam Margaret, (6), [N. C.].....	107 Second St., N. E.
Kail, Harriet Randall, (60), [D. C.].....	917 Florida Ave.
*Kalb, Abraham Isaac, (0), [N. Y.].....	640 G St.
Kause, Selma, (62), [Ohio].....	1905 Jackson Place, N. E.
*Kelton, Adelaide, (60), [D. C.].....	1827 Kalorama Road.
Knotts, Iris Cyrene, (30), [W. Va.].....	4127 Ill. Ave.
†Lambert, Robert Eddie, (0), [Ill.].....	1347 Newton St.
*Little, Grace, (0), [Ill.].....	1119 10th St., N. W.
Loman, Mary Eugenia, (48), [Md.].....	

Sherman Ave., Takoma Park, D. C.



- McCaffrey, Lasalia, (86), [Iowa].....28 2nd St., N. E.  
 McCandless, Muriel, (80), [Md.].....1337 15th St., N. W.  
 McCarty, Cora, (86), [D. C.].....1729 H St., N. W.  
 McPherson, Ruth, (0), [Ala.].....901 B St., N. E.  
 †Magruder, Mary, (48), [Md.].....Olney, Md.  
 \*Maloney, Mary, (48), [Mass].....1368 S. C. Ave., N. E.  
 Markley, Mae Adelle, [D. C.] .....136 F St., S. E.  
 \*Martz, Marguerite Ursula, (0), [Md.].....3039 Dent Place.  
 Matthews, Etta Helene, (82), [D. C.] .....1233 Euclid St.  
 Maxson, Evelyn Juliet, (61½), [D. C.].....647 E. Capitol St.  
 Meek, Lois Hayden, (64), [D. C.] .....1831 California St.  
 \*Merriken, Margaret Irene, (0), [Md.] .....127 Md. Ave., N. E.  
 †Miller, Lillian May, (48), [Pa.] .....443 Irving St.  
 Mortimer, Florence Craigie, (45), [D. C.].....1141 N. Hampshire Ave.  
 Mortimer, Lucie Elizabeth, (56), [D. C.] .....1141 N. H. Ave.  
 †Mulford, Mrs. Bessie Boyd, (107), [D. C.] ..1731 Columbia Road  
 Naylor, Evelyn, (54), [D. C.] .....629 12th St., N. E.  
 Nelson, Clarissa Adelina, (6) [N. D.] .....2524 17th St., N. W.  
 Newlove, Mrs. Merle White, (68½), [Ill.] ....207 D St., N. W.  
 Newlove, Ivadel Elsie, (23), [N. D.] .....207 D St., N. W.  
 Nold, Mrs. Marie Gertrude Cuthbertson, (80½), [D. C.]  
     2204 Evarts St., N. E.  
 Offutt, Viola, (91), [Md.] .....Bethesda, Md.  
 Olin, Sarah, (9), [Mich.].....406 Fontanet Courts.  
 Orynski, Wanda, (87), [Texas] .....2008 G st., N. W.  
 Park, Frances, (90), [Mich.] .....807 Taylor St., N. W.  
 \*Parker, Leonora Estelle, (0), [Iowa] .....1223 15th St., N. W.  
 Payne, Lilly May, (78), [Va.].....Ballston, Va.  
 Perlman, Rebecca, (30), [D. C.] .....608 La. Ave., N. W.  
 \*Phegley, Muriel Marie, (0), [Ind.] .....619 Eye St., N. E.  
 Phillips, Ruth Sutherland, (66), [D. C.]  
     87 Eastern Ave., Takoma Park, D. C.  
 Poindexter, Mattie, (48), [Ky.].....903 L St., N. E.  
 Pollock, Laura Kersey, (61), [Va.].....The Victoria.  
 Prentiss, Margaret Joanna, (96½), [D. C.].....1720 Oregon Ave.  
 \*Ranahan, Margaret, (0), [Ind.].....1416 A St., N. E.  
 Randall, Bernice, (89), [D. C.] .....2035 F St., N. W.  
 Reed, Margaret Davis, (72), [D. C.] .....2809 14th St., N. W.  
 Rees, Thomas Richard, (119), [Utah] .....1745 F St., N. W.  
 Reeve, Laura Washburn, (84), [D. C.] .....1626 19th St., N. W.  
 Reeves, Ruth Elizabeth, (30), [Va.] .....Falls Church, Va.  
 Rhodes, Anne Penelope, (0), [D. C.] .....624 G St., N. E.  
 \*Rice, Marguerite, (74), [D. C.]  
     215 Eastern Ave., Takoma Park, D. C.  
 Ring, Gretchen, (56), [D. C.] .....1215 Harvard St.  
 Roberts, Harriet Shepherd, (91½), [Pa.] .....1412 Mass. Ave.  
 Rodgers, Bertha, (104), [D. C.] .....1445 Mass. Ave.  
 Rogers, Mrs. Florence Hopkins, (62), [D. C.] ..1104 Euclid St.  
 \*Rogers, Rebecca Martha, (0), [D. C.] .....3546 13th St.  
 Ryan, Fannie Merritt, (0), [N. J.] .....Hyattsville, Md.  
 Sage, Lillian Warfield, (83), [Md.] .....Rockville, Md.  
 †Schoenborn, Theresa Fredericka, (52), [D. C.] 1359 Harvard St.  
 Scott, Pauline, (72), [D. C.] .....156 13th St., S. E.  
 Selah, Miriam Hughes, (76), [D. C.] .....17 3rd St., N. E.  
 \*Shackelford, Mary Fleta, (48), [Ala.].....1346 Quincy St., N. W.  
 Shaw, Dorothy, (48), [D. C.] .....2932 Macomb St.



- \*†Shaw, Rebecca Elizabeth, (0), [Mass.].....1020 18th St.  
 Sigafosse, Flora Vivian, (58), [Ohio].....1337 15th St.  
 Sitler, Margaret Anne, (62), [D. C.] .....417 11th St. N. E.  
 Smith, Edna Sophia, (69), [Mich.].....16 3rd St., N. E.  
 Smith, Margaret Mary, (62), [Md.].....Riverdale, Md.  
 †Smith, Maurice Merle, (0), [Okla.] .....1808 Kalorama Road.  
 \*Spearman, Mary, (0), [Mo.].....3220 Ga. Ave.  
 \*Speiser, Mary Elizabeth, (34), [D. C.].....226 8th St., S. E.  
 \*Stallings, Mildred Evelyn, (77), [D. C.] .....108 Tenn. Ave., N. E.  
 \*Stewart, Catherine Maud, (0), [Va.].....E. Falls Church, Va.  
 Stewart, Elizabeth Tabb, (84), [Va.].....E. Falls Church, Va.  
 Stone, C. L., (112), [D. C.]

Sycamore & Beach St., Takoma Pk., D. C.  
 Strayer, Mrs. Jeannette Blaney, (74½), [N. Y.]

- 2101 R. I. Ave., N. E.  
 \*Sullivan, Abbie Mary, (0), [Wis.] .....922 N St., N. W.  
 Terry, Raymond E., (110), [N. Y.] .....814 22nd St.  
 \*Thomas, Mrs. Clara Ida, (67), [D. C.] .....1313 Harvard St.  
 Thomas, Mrs. Helen G. White, (33), [D. C.] 408 Va. Ave., S. E.  
 †Thurman, Barbara, (62), [Ky.] .....17 N St., N. W.  
 Tonge, Catherine Mary, (60), [D. C.] .....1410 Euclid  
 Trotter, Katharine Elizabeth, (58), [D. C.] .....512 R. I. Ave., N. E.  
 Twelxe, Gladys Rosamond, (0), [D. C.] .....320 4½ St., S. W.  
 Tyner, Ruth, (9½), [Ind.] .....1309 Gallatin St.  
 Van Dyke, Mabel, (0), [Ohio].....121 N. C. Ave., S. E.  
 Votaw, Heber Herbert, (122), [Ohio]

- 30 Carol Ave., Takoma Pk., D. C.  
 †Walcott, Marie Estelle, (48), [D. C.] .....410 6th St., N. E.  
 Walker, Carol Louise, (70), [D. C.] .....20 16th St., N. E.  
 \*Wallace, Florence Catherine, (60), [D. C.] .....75 Randolph Place.  
 †Walsh, John Bernard, (78), [Mont.] .....442 Mass. Ave.  
 Walter, Gertrude Elizabeth, (75), [D. C.] .....623 E. Capitol St.  
 \*†Welch, Clara Annette, (0), [Mich.] .....1033 Park Road.  
 Weyman, Mollie Beers, (92), [D. C.] .....1310 Columbia Road.  
 Wheatley, Mary Eliza, (74), [Va.] .....2138 F St.  
 \*Wiegand, Regina Sophia, (24), [D. C.] .....824 6th St., S. W.  
 \*Wiltberger, Eugenia B., (85), [D. C.] .....601 Taylor St.  
 Wolf, Hattie Mary, (38), [D. C.] .....626 22nd St., N. W.  
 Wolf, Lillian, (24), [D. C.] .....626 22nd St., N. W.  
 Wolman, Rena, (0), [Md.] .....800 R St., N. E.  
 Wright, Grace Viola, [D. C.].....The Montgomery.

#### SPECIAL STUDENTS

- Bailey, Theodora C., [D. C.] .....3920 Grant Road.  
 Bauer, Emma Barbara, [Pa.] .....1235 Girard St.  
 Butts, Thomas Reed, [W. Va.] .....1712 F St., N. W.  
 \*†Crady, Anna Cecelia, [Md.] .....1408 15th St., N. W.  
 \*Dandy, Mary Alice, [Md.] .....Hyattsville, Md.  
 \*Emerson, Blanche, [Iowa] .....911 M St., N. W.  
 A.B., Coe College.  
 \*Essling, Cordelia, [Minn.] .....722 Taylor St., N. W.  
 A.B., University of Minnesota.  
 Ford, James Edward, [Md.] .....Laurel, Md.  
 A.B., Ky. Wesleyan College.  
 Foss, Mrs. Grace A., (Mass.) .....2300 Woodridge St.  
 Frazier, Charles, [Va.] .....1322 I St., N. W.

- Gardner, Elizabeth, [Md.] .....Laurel, Md.  
 \*Gleim, Minnie Mae, [Ohio] .....1420 N St., N. W.  
 Howard, Ella Oldham, [Mass.] .....2401 Pa. Ave., N. W.  
 Lancaster, Nelle Elizabeth, [W. Va.] .....32 16th St., S. E.  
 \*Lazenby, Laura, [N. C.] .....5022 Nebraska Ave.  
 Lecrone, Dora S., [Pa.] .....529 21st St.  
     A.B., Hood College.  
 \*Lombard, Ellen C., [Mass.] .....213 E. Wardman Courts  
 \*Pepin, Blanche Eleanor, [Minn.] .....2141 K St., N. W.  
 Runyan, Grace E., [Nebr.] .....1802 G St., N. W.  
 Salter, Kathryn Cary, [Fla.] .....125 10th St., S. E.  
 \*Smith, Ruth Helen, [Iowa] .....4821 Iowa Ave.  
 \*Stockelrand, Albert Knorr, [Md.] .....Hyattsville, Md.  
     A.B., & A. M., Bucknell University.  
 Stromberger, Julia Bowie, [D. C.] .....1325 Mass. Ave., S. E.  
 \*Sullivan, Agnes E., [Mich.] .....1406 Monroe St.  
 \*Watkins, Emma, [Ga.] .....110 C St., N. E.  
 †Welch, Kathryn, [Wis.] .....210 E St.  
 \*Woods, Sevah Adrian, [Ohio] .....1011 N. H. Ave.  
 Zinssmeister, Grace Mary, [D. C.] .....1364 Girard St., N. W.

## SUMMER SCHOOL, 1918

- Aaronson, Naomi, [D. C.] .....1106 Fairmont St.  
 Acker, Blanche F., [D. C.] .....1517 8th St.  
 Alexander, Mabel C. [Washington] .....2106 F St.  
 Allen, Ruth Frances, [Neb.] .....1460 Monroe St.  
 \*Anderson, Edith, [Ill.] .....1229 Connecticut Ave.  
 Anderson, Katherine, [Kan.] .....1442 Fairmont St.  
 Anderson, Robert N., [Va.] .....60 Randolph Pl.  
 Arledge, Caroline M., [D. C.] .....2628 Garfield St.  
 \*Babini, Lorenzo [Italy] .....The Argyle  
 \*Bacas, Aris H., [D. C.] .....1929 14th St.  
 \*Badger, Cecil H., [Pa.] .....509 4th St.  
 \*Bailey, Lillie P., [D. C.] .....1513 Eighth St.  
 \*Barr, Martin R., [D. C.] .....28 Seaton Pl.  
 Bartsch, Mrs. Signe G., [D. C.] .....1456 Belmont St.  
 Bates, Edwin, [Ohio] .....1323 Vermont Ave.  
 Bauer, Emma B., [Pa.] .....1235 Girard St.  
 Benfer, Rachel L., [D. C.] .....3009 17th St., N. E.  
 Benham, Edward V., [D. C.] .....1002 N. C. Ave., S. E.  
 Bennett, Ava Laverne, [Ohio] .....1774 You St.  
 Bennett, Jean L., [Ky.] .....1301 K St.  
 Biehl, Bonnie Jean, [Ky.] .....142 You St., N. E.  
 Biehm, Mary, [Ky.] .....4 Iowa Circle.  
 \*Blakely, Charles F., [Neb.] .....Y. M. C. A.  
 \*Boteler, Charles M., [D. C.] .....616 N. Carolina Ave., S. E.  
 \*Bovay, Arthur .....226 V St.  
 \*Bradford, K. Lyda, [La.] .....1810 Second St., N. W.  
 Bradley, Doris L., [Neb.] .....1410 M St.  
 Brill, Rose, [N. Y.] .....2801 Georgia Ave.  
 Brooke, Gladys, [Md.] .....3335 18th St.  
 Brown, Janet, [D. C.] .....1622 29th St.  
 \*Brown, Wager S., [D. C.] .....5301 Connecticut Ave.  
 Buchman, Eva R. [Iowa] .....7417 Blair Road.



- Bullard, Dexter M. [Md.] .....Rockville, Md.  
 Burch, Mittie E., [D. C.] .....The Portner.  
 Burneston, Joseph Lee, [D. C.] .....933 E. St., S. W.  
 Burros, Morris, [Conn.] .....1217 Decatur St.  
 Burton, L. E., [Ind.] .....1218 Kenyon.  
 Burton, Oliver E., [W. Va.] .....2303 Pa. Ave., S. E.  
 Cabler, Cleveland, [Ark.] .....1100 Vermont Ave.  
 Campbell, Charles A., [Minn.] .....150 Seaton Pl.  
 Campbell, Mary A., [Texas] .....The Cumberland.  
     B.A., University of Texas.  
 \*Carlson, Elsie, [Pa.] .....62 W St.  
 Carter, Amy, [Ill.] .....1615 Florida Ave.  
 Castillejo, Lino J. [P. I.] .....2942 Ordway St., Cleveland Pk.  
 Chaney, Mrs. B. Shanks, [D. C.] ..W. M. College, Takoma Pk.  
     B.S., Union College, Neb.  
 Charest, Anna M., [Mich.] .....526 22nd St.  
 \*Chesnut, G. S., [Md.] .....Hyattsville, Md.  
 Chu, King, [China] .....1916 G St.  
 \*Clarke, Nell Pray, [Va.] .....1445 Massachusetts Ave.  
 \*Clum, Dorothy H., [Md.] .....Kensington, Md.  
 Cochran, Doris, [Pa.] .....2027 First St.  
 \*Coffey, Margaret, [Ireland] .....1906 Florida Ave.  
     B.A., Royal University of Ireland.  
 Cohn, Marius S., [N. Y.] .....Indian Head, Md.  
 Considine, Margaret E., [N. Y.] .....Army & Navy Inn.  
 Corey, George H., [Pa.] .....526 22nd St.  
 Costen, Alta, [Md.] .....2004 G St.  
 Croggon, William N., [D. C.] .....636 E St., S. W.  
 Crosby, Pearl, [Mass.] .....924 Eighth St.  
 Cushing, Harriet M., [D. C.] .....1629 Q St.  
 Cuzzort, Clyde, C., [Ind.] .....3819 Keokuk St.  
 Dale, Lloyd E. [Neb.] .....710 22nd St.  
 Darnall, Mrs. J. R., [Md.] .....Riverdale, Md.  
 Davis, J. W., [Penn.] .....2032 F St.  
 De Frees, Raymond G., [D. C.] .....2425 N. Capitol St.  
 Dehler, Alma, [Mo.] .....3427 Holmead Pl.  
 Dehler, Maris L., [Mo.] .....3427 Holmead Pl.  
 Demopoulos, Christos John, [Greece] .....434 K St.  
 Dempsey, James B., [Kan.] .....903 23rd St.  
 \*Douglas, Elsie, [Fla.] .....2129 G St.  
 Dresser, Eugene F., [Ill.] .....14 Crescent Pl., Takoma Pk.  
     A.B., Washington Missionary College.  
 Duff, Evelyn, [Mich.] .....1412 Chapin St.  
 Dyson, A. Eloise, [Md.] .....1110 15th St.  
 Eddins, Robert E., [Ala] .....22 T St.  
 Edelstein, Benedict M., [Pa.] .....600 Tennessee Ave., N. E.  
 \*English, George W., Jr., [Ill.] .....1333 15th St.  
 Erickson, Cyrus H., [Wis.] .....1103 245th St.  
     Ph.B.  
 Estes, Ethel, [Ark.] .....901 Allison St.  
 Fern, Edwin S., [Iowa] .....620 22nd St.  
 Field, Rosalie, [Miss.] .....339 House Office Bldg.  
 Fihe, Albert J., [Ky.] .....922 23rd St.  
     A.B., St. Xavier College.  
 \*Frederick, Edith M., [Pa.] .....1458 Park Road.

*Freedman, Leopold, [N. Y.]	3111 M St.
*Freeland, F. Bernard, [S. D.]	1211 H St.
Friedman, S., [D. C.]	701 E St., S. W.
Gardner, Warren A., [N. Y.]	1719 G St.
Garman, Frank R., [Pa.]	2645 N. Capitol
Gatchell Raymond, [D. C.]	3209 19th St.
*Gantt, Edna, [Md.]	1214 Lamont St.
Gebhart, Arthur I., [Pa.]	2112 G St.
Genstein, Edgar S., [N. Y.]	1424 Perry Pl.
Gerber, Simon, [D. C.]	1339 H. St.
Geschickter, Charles, [D. C.]	1222 Connecticut Ave.
Gibson, Mary Maude, [Ga.]	5110 13th St.
Gill, Minna, [D. C.]	The Vivans, 1723 G St.
Glueck, Moritz S., [Wis.]	1115 P St. N. W.
Grantham, Victor Hugo, [N. C.]	315 Penn. Ave., N. W.
Gray, Edith M., [N. J.]	207 Third St. N. E.
Greenblatt, Philip, [Pa.]	640 G St., N. W.
Greenup, Nell, [Mo.]	1450 Newton St., N. E.
Gross, Richard J., [Ohio]	39th & Window Pl.
Gwynn, Marion Hayes, [S. C.]	Lwellyn Apt., 23rd & F.
Halpenny, Ruth L., [D. C.]	165 V St., N. E.
Hansen, Dora, [Minn.]	Vienna, Va.
Harnsberger, Charles W., [Va.]	R. D. 1, Rosslyn, Va.
Harris, Sophia Vogt, [D. C.]	1669 Columbia Road
Harrison, Lewis I., [Conn.]	1015 N St.
Hartman, Arthur M., [D. C.]	1414 Girard St.
*Hartwick, Ralph, [Ill.]	50 Seaton Pl.
Harvey, Arthur, [Ohio]	2816 27th St.
Hastings, George S., [D. C.]	3600 Ordway St.
Hastings, Gertrude, [D. C.]	905 B St., N. E.
Hauke, Edna E., [D. C.]	605 Mass. Ave., N. E.
Hauke, Rilla M., [D. C.]	605 Mass. Ave., N. E.
Hayden, Mary E., [D. C.]	706 8th St., N. W.
Hazen, Joseph H., [N. Y.]	1352 Kenyon St.
Heal, Bernice, [Ind.]	15 14th St., S. E.
*Hearn, Janie, [Ga.]	1412 Mass. Ave.
Heitmuller Elizabeth R.,	1307 14th St., N. W.
Heitmuller, Marian R.	1307 14th St., N. W.
Hendrick, Nell, [Ky.]	3744 Oliver St., Chevy Chase, D. C.
Henry, J. Maurice, [Va.]	337 N. Carolina Ave, S. E.
Hester, Mrs. Laura P., [Va.]	Glencarlyn, Va.
Hiatt, Charles Edward, [N. C.]	1712 18th St.
*Hillig, Fred H., [Ill.]	24 Grant Pl., N. W.
Hocheisen, Nannette I., [D. C.]	208 E St.
Hodgkins, Bradley D., [D. C.]	2006 N St.
Hollender, Ben, [Cal.]	G. W. U. Med. School.
Holmes, Grace Bruce, [Md.]	721 Shepherd St.
Hoover, Elbert C., [D. C.]	43 Adams St.
Hopkins, Ira J., [Utah]	113 Maryland Ave, N. E.
Howard, Ella O., [Mass.]	2219 Eye St.
Hubbard, Mabel E., [Md.]	112 Quincy St., Chevy Chase, Md.
Hubel, Nelson E.	1420 R St.
Huginin, Hester, [Minn.]	2219 Eye St.
A. B., Minn.	
*Humbel, E. O., [D. C.]	1439 Massachusetts Ave.
Hummer, Marion, [D. C.]	1010 Mass. Ave., N. E.



- Hunter, Octavia, [La.] .....1901 N. H. Ave.  
 A. B. Brenau College.
- Hurd, Mrs. Grace L., [D. C.] .....1806 Lawrence St., N. E.
- \*Hurlburt, Clifford S., [Conn.] .....Naval Med. School.
- Hurst, Leonara, [Ky.] .....1234 Eye St., N. E.
- Hutchinson, Florence P., [D. C.] .....Apt. 42, 2300 18th St.
- Hyer, Mrs. Grace, [Ohio] .....1332 9th St.
- Jackson, Franklin J., [D. C.] .....1017 K St.
- Jacobs, Louella, [Pa.] .....401 Seward Sq., S. E.
- Javellana, Jose B., [P. I.] .....115 5th St., N. E.
- Jensen, Emma A., [Ill.] .....Box 812 11th St. Sta.
- Jiron, Maria, [Md.].... Wash. Missionary Coll., Takoma Pk., Md.  
 B.A., Washington Missionary College.
- Johnson, Elsie E., [N. Y.] .....1860 California St.  
 B.L.E., Syracuse University.
- Jones, F. Marion, [Kan.] .....1323 Vermont Ave.
- Kalupy, Harry H., [Wis.] .....2020 G St.  
 L.L.B., Georgetown University.
- Kampe, Albert H., [Mich.] .....1002 M St.
- Keiser, Clarence C., [Md.] .....Chevy Chase Branch, D. C.
- Kelly, Chester F., [N. Y.] .....Census Bureau.
- Kendall, Leonard A., [Iowa] .....620 22nd St.
- \*Kirschner, Samuel, [N. Y.] .....1700 L St.
- \*Kline, William M., [Pa.] .....937 Mass. Ave.
- Korchien, Ella S., [N. Y.] .....475 H St.
- Krieg, Alfred C., [D. C.] .....3717 Georgia Ave.
- \*Kurtz, Thelma E., [N. Y.] . . .2024 King St., Alexandria, Va.
- Laddon, Misha, [D. C.] .....237 H St., N. E.
- \*Laird, Ruth J., [Pa.] .....62 W St.
- Lambrecht, Herbert F., [N. J.] .....406 First St., S E.
- Langelotti, Frank, [N. Y.] .....2114 H St.
- Lansche, Elmer A., [Ill.] .....1403 12th St.
- Lennon, M. Lafayette, [Tenn.] .....Cherrydale, Va.  
 A.B., Union University, Tenn.
- \*Lew, Albert A., [Ill.].....4434 Kansas Ave., N. W.
- Long, A. Victor, [Pa.] .....2135 F St.
- Long, Stewart, [Md.] .....Laurel, Md.
- Louis, Max C., [D. C.] .....47 Quincy Pl.
- Luckett, James D., [Ind.].....1905 15th St.
- \*Lynch, M. F., [D. C.] .....128 East Capitol St.
- Lyons, John M. Md., [D. C.] .....Emergency Hospital  
 M.D., George Washington University.
- \*McCaffrey, Lasalia L., [D. C.] .....28 Second St., N. E.
- McCeney, Louise, [Md.] .....Sliver Spring, Md.
- \*McClintock, L. Madeline, [Pa.] .....Bureau of Fisheries
- McCloskey, William T., [D. C.] .....1421 F St.
- McCormick, L. J., [D. C.] .....1377 N. Carolina Ave., N. E.
- McDannel, Lucy Churchill, [D. C.].....1801 16th St.
- McGehee, Mary, [Ala.] .....714 Allison St.
- McGuire, O. R., [Va.] .....Cherrydale, Va.
- McKendree, Laurette, [N. H.].....1300 Fairmont St.
- McKenzie, Doris, [D. C.] .....2118 F St.
- McMullen, Vincent W., [D. C.] .....237 14th St., S. E.
- \*Maçon, Dorothy E., [D. C.].....1305 R. I. Ave.
- Mahoney, John, [Neb.] .....32 Randolph Pl.

- \*Martin, Howard H., [Ill.] .....1100 Vermont Ave.  
 Merrihew, Orrel L., [Cal.] .....515½ 22nd St.  
 Miller, Ralph F., [Pa.] .....338 Md. Ave., N. E.  
 \*Miller, Ruth, [Ind.] .....1138 12th St.  
     A. B., Indiana University.  
 Mills, Eddie L., [Texas] .....2002 G St.  
 Miner, Helen, [Ohio] .....1613 Irving St.  
 \*Moneyway, James Lewis, [Ala.] .....3212 19th St.  
     A. B., George Washington University.  
 Moon, Mrs. Annie, [Va.] .....Montgomery Apts, N. Capitol & M.  
 Moore, Frank D., [D. C.] .....1324 Euclid St.  
 Moore, Mildred J., [Va.] .....111 Tennessee Ave., N. E.  
 \*Morawski, Arthur L., [Mass.] .....442 Mass. Ave.  
 Morgan, Ivan W., [Pa.] .....Y. M. C. A.  
 Mulford, Bessie B., [N. J.] .....1731 Columbia Rd.  
 Munger, Hester L., [Minn.] .....1339 Montague St.  
 \*Murray, Florence, [D. C.] .....Wardman Courts East.  
 \*Newcomb, Mary A., [D. C.] .....144 12th St., N. E.  
     A. B., George Washington University.  
 Newton, Mary Alicia, [D. C.] .....The Concord, N. Hampshire Ave.  
 Niemeyer, Ernestine H., [D. C.] .....1708 Lawrence St., N. E.  
 Nold, Mrs. Marie C., [D. C.] .....2204 Evarts St., N. E.  
 \*Norris, Helen, [Md.] .....1811 Wyoming Ave.  
 Notter, Lucy, [D. C.] .....2007 Girard St. N. E.  
 Noyes, Martha, [Penn.] .....The Iroquois, Apt. 102.  
 O'Dea, Marie E., [D. C.] .....1203 Orren St., N. E.  
 Ogden, Walter, [N. Y.] .....818 17th St., N. W.  
 Omeltchenko, Eugene I., [Russia] .....1634 S St.  
 Osbon, Clarence C., [S. D.] .....412 A St., S. E.  
 Padgett, Katherine D., [Md.] .....1610 Newton St.  
 Pennington, Mrs. John D., [N. Y.] .....1699 31st St.  
 Pepin, Blanche E., [Minn.] .....216 Rock Creek Church Rd.  
 Phelps, Rose B., [Mich.] .....215 Rock Creek Church Rd.  
 \*Pluecker, Ethel M., [Conn.] .....1458 Park Rd.  
 Poling, Robert B., [Ohio] .....1804 33rd St.  
     A. B., Ohio University, Athens, O.  
 Pollock, Laura K., [D. C.] .....Victoria Apt.  
 Pugh, Louise, [D. C.] .....1802 R St.  
 Pyle, Elizabeth, [D. C.] .....3319 Newark St.  
 Randall, Bernice, [D. C.] .....2035 F St.  
 Reh, Emma, [D. C.] .....1210 Delafield Pl.  
     A. B., George Washington University.  
 Reitzel, Albert E., [N. C.] .....1311 L St.  
 Reynolds, Francis C., [D. C.] .....3038 Dunbarton Ave.  
 Rice, Irene, [Md.] .....506 Warwick Pl., Chevy Chase.  
     A. B., Goucher College.  
 Richardson, Elizabeth, [D. C.] .....1001 Alabama Ave., Congress Heights.  
 Rinker, Jacob A., [Ill.] .....303 11th St., S. W.  
     B. S. Eureka College, Ill.  
 Riordan, Katherine, [Md.] .....Gaithersburg, Md.  
 Rockow, Lewis, [Wis.] .....509 L St., N. W.  
 Rogers, Agnes Mary, [Md.] .....Hyattsville, Md.  
 \*Rollins, Gilbert E., [Va.] .....Potomac, Va.  
 \*Rollyson, Hoy D., [W. Va.] .....1224 15th St.



- Romhilt, Helen, [Ind.] .....2011 Franklin St., N. E.  
 Runyan, Grace, [Neb.] .....911 L. St., N. E.  
 \*Ruth, Earl Arnim, [Va.] .....1916 16th St.  
 \*Sagan, Miss Rae, [Conn.] .....1426 M St.  
 Sage, Loretta F., [Mich.] .....Chevy Chase Branch, D. C.  
 Sanborn, Rebekah, [D. C.] .....1000 Douglas St.  
 Satterfield, Cornelia, [Tenn.] .....1225 L. St., Apt. 8.  
 Schaeffer, Archie N., [Ill.] .....120 Maryland Ave., N. E.  
     B.S., Wesleyan University.  
 Schulz, George J., [Md.]...Md. State College, College Park, Md.  
     A.B., George Washington University.  
 See, Ernest A., [W. Va.] .....109 E St., N. W.  
 Sellers, Mrs. Stella C., [Va.] .....The Alabama.  
 Shafer, William, [Ill.] .....1430 V St.  
     LL.B., LL.M., M.P.L.  
 \*Shea, Miss Shellee, [Ky.] .....142 You St., N. E.  
 Shiya, George, [Ohio] .....937 Mass. Ave.  
 Simmons, R. Nelson, [Minn.] .....1404 M St., N. W.  
 Simmons, William V., [Miss.] .....109 Maryland Ave., N. E.  
 Sims, Lloyd C., [Wash. State] .....725 20th St.  
 Smith, Estelle Howes, [N. Y.] .....707 22nd St.  
     B.S., Columbia University.  
 Smith, H. Stewart, [D. C.] .....421 S St., N. E.  
 Smith, Linton Millerd, [Ill.] .....1320 Monroe St.  
     B.S., Shurtleff College, Alton, Ill.  
 Smith, Louise J., [W. Va.] .....1826 Lamont St.  
     A.B., George Washington University.  
 Smith, Margaret M., [Md.] .....Riverdale, Md.  
 Smyth, Allie, [Texas] .....The Cumberland.  
 Sondergaard, Arrnsa, [D. C.] .....501 Upshur St.  
 Sorensen, Agnes L. [Md.] .....Washington Miss. College, Takoma Pk., Md.  
 Sorenson, Christian M., [Md.] .....Flower Ave., Takoma Pk.  
     A.M., George Washington University.  
 Spear, Albert A., [D. C.] .....4 Sixth St., N. E.  
 Spears, Leo S., [Fla.] .....New Berne, Apt. 4.  
 Stecher, Karl, [Kan.].....Y. M. C. A.  
     A.B., George Washington University.  
 Stemen, Wm. Russell, [Wis.] .....2203 K St.  
 Stewart, Mabel, [D. C.] .....127 Third St., N. E.  
 Stoddard, Ida, [Wis.] .....1822 N. H. Ave.  
 Stone, Charles L., [D. C.] .....411 Cedar St., Takoma Pk.  
 Storner, Vivian, [Mass.] .....1228 Irving St.  
 Stout, Robert W., [Md.].....Poolesville, Md.  
 Stretch, Clarence L. ....2015 G St.  
 Styer, Ralph A., [Pa.] .....1354 Monroe St.  
 Sullivan, Agenes, [Mich.] .....2207 First St.  
 Sullivan, Ruth, [Va.] .....4115 7th St.  
     A.B., Fredericksburg, C. I.  
 Sun, T. L., [China].....2001 19th St.  
 Swindells, Frank E., [D. C.] .....3426 MacComb St.  
 \*Tanner, La Rue E., Mrs. [Kan.].....937 Mass. Ave., N. W.  
 Thompson, Charles N., [D. C.] .....928 Eighth St.  
 Tibbitts, Gordon Chase, [Wis.].....321 Essex Ave., Chevy Chase.  
 Tonkin, Maurice B., [D. C.] .....2121 15th St.

Tourelle, Henriette, [France]	1348 Irving St.
Tripp, Helen J., [Mass.]	2329 N St.
Van Ness, Ethel, [N. J.]	1322 L St.
Van Wagoner, John D., [Utah]	1736 G St.
LL.B., George Washington University.	
Van Waters, Sherwood P., [N. Y.]	1238 Vermont Ave.
Vickers, Rose, [D. C.]	3122 Q St.
Volland, Elmer, [D. C.]	839 Rittenhouse St.
Waehler, Leonard A., [Wis.]	2203 K St.
Wallick, Earl W., [Ill.]	2128 H St.
Wan, George [China]	320 Maryland Ave., N. E.
M.A., Johns Hopkins University.	
Watzman, Percy, [D. C.]	25 Eye St., N. E.
Weber, Elsa, [D. C.]	802 Taylor St.
A.B., George Washington University.	
*Weers, Leland H., [Ill.]	3427 Holmead Pl.
Wentz, H. Harry, [Minn.]	625 Y. M. C. A.
Weschler, Maurice E., [Md.]	1243 Monroe St., N. E.
*Wesely, Emma, [Iowa]	1814 Ingleside Terrace.
*Wesely, Genevieve, [Iowa]	1814 Ingleside Terrace.
Weyman, Mollie Beers, [D. C.]	1310 Columbia Rd.
Wheatley, Mary E., [Va.]	2138 F St.
Whyte, Eunice, [D. C.]	935 M St.
*Wilhite, Siegel, [Ill.]	1035 20th St.
Willcox, Emma P., [D. C.]	The Thomas, Thomas Circle
*Willey, Martha C., [Oregon]	2101 F St.
Williman, Frank L., [D. C.]	308 Kenos Bldg.
Wilson, Norman R., [Kan.]	65 Overlook Ave., Belleville, N. J.
Wolt, Helen J., [Neb.]	2715 14th St.
Wright, Grace Viola, [D. C.]	The Montgomery.
Wu, Bing Sang, [China]	2023 Kalorama Rd.
Young, Augusta Freeman, [N. D.]	1830 16th St.
Yung-Kwai, Elizabeth, [D. C.]	3312 Highland Pl.



## SUMMARY

## Graduate Students

Students in attendance .....	25	
Candidates for S.M. degree .....	16	
Candidates for A.M. degree .....	47	
Candidates for Ph.D. degree .....	35	123
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## UNDERGRADUATE STUDENTS

## Columbian College

Candidates for A. B. degree .....	460	
Candidates for B. S. in Med. degree .....	21	
Pre-Medical .....	47	
Special .....	760	
		<hr/>
		1288

## College of Engineering

Candidates for B. S. in Arch. degree .....	11	
Candidates for B. S. in Chemistry degree .....	51	
Candidates for B. S. in Ch. E. degree .....	25	
Candidates for B. S. in C. E. degree .....	54	
Candidates for B. S. in M. E. degree .....	32	
Candidates for B. S. in E. E. degree .....	65	
Special .....	147	
		<hr/>
		385

## Teachers College

Candidates for A. B. and Teacher's Diploma .....	185	
Special .....	29	214
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2010

Summer School, 1918 .....	308	
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## Professional Schools

Medical School .....	109	
Dental School .....	125	
Law School .....	425	
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		659

Total .....	2669	
Duplicates .....	40	
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Student Army Training Corps .....	441	2629
United States Navy Unit .....	50	
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## MEDICAL SCHOOL

### CANDIDATES FOR THE DEGREE OF DOCTOR OF MEDICINE

An asterisk (\*) before a name indicates student not in attendance throughout the year.

First Year		
Baker, Henry Merton	(D. C.)	8 Columbia Ave., Takoma Pk., D. C.
Bradshaw, George Hardiman	(Mass.)	453 Mass. Ave
Cole, Eugene Hazen	(D. C.)	639 East Capitol St.
Davis, Joshua William	(Pa.)	2032 F St.
Fletcher, Travis Leigh	(Va.)	1808 Kalorama Rd.
Gaines, John Marshall	(Va.)	114 N. Alfred St., Alexandria, Va.
Gates, Herbert Stelwyn	(D. C.)	808 N. Cor. Ave., S. E.
Goldfain, Samuel	(D. C.)	1418 Columbia Rd
Jacobs, Merlin Edwin	(D. C.)	3425 Porter St.
Jones, Robert Varnum	(Mich.)	2448 18th St.
Kain, Helen Gladys	(D. C.)	129 E St. N. W.
Macina, Louis de Raymond	(Conn.)	1468 R. I. Ave
Nordlinger, George	(D. C.)	3113 N St. N. W.
*O'Connor, Thomas Chas. Jr.	(D. C.)	1627 Mass. Ave.
Peterson, Norman Vern	(Utah)	1331 Newton St., Brookland, D. C.
Riedel, John Adams	(Pa.)	1320 Corbin Pl., N. E.
Sager, William Warren	(D. C.)	2823 14th St.
Schwartz, Paul John	(D. C.)	453 Mass. Ave.
Stretch, Clarence Loughlin	(Conn.)	2015 G St. N. W.
Taylor, Robert Mitchell	(D. C.)	1240 Pa. Ave. S. E.
Wachter, Edgar Barb	(Md.)	451 Mass. Ave.
Wilson, Hazen Harry	(D. C.)	4004 Ga. Ave.
Zack, Archie Rayfield	(D. C.)	211 9th St. N. W.
Second Year		
Barrows, Victor Ira	(Vt.)	1322 Vt. Ave.
Bowen, Wilbur Lorenzo	(Va.)	1654 Hobart St.
Brenes, Alfred Mario	(C. R.)	1115 Eye St.
Cadilla, Arturo	(P. R.)	1102 13th St.
Castro, Herman Rawson	(C. A.)	1115 Eye St.
Clark, Adrian Earl	(D. C.)	15 Sycamore Ave.
Demopoulos, Christos J.	(D. C.)	800 K St.
Dubrowsky, James Leon	(Ill.)	1102 13th St.
Eisinger, Walter Senge	(D. C.)	3603 Wisconsin Ave.
Epstein, Nathan	(D. C.)	946 R. I. Ave.
Fischer, Aubrey David	(D. C.)	1744 Lanier Pl.
Glenn, Joseph Burton	(D. C.)	1438 Meridian Pl.
Grozin, Maurice	(Ohio)	1222 11th St.
Guynn, Roy Frederick	(Va.)	1322 Vt. Ave.
Herzmark, Maurice Hart	(D. C.)	1631 Newton St.
Hopkins, Ira Jay	(Utah)	320 Md. Ave. N. E.
Ibrahim, Abd El Malik	(Egypt)	1334 11th St.
Johnson, Mrs. Regena Cook	(Md.)	1814 G St.
Jones, Waldo Hilman	(D. C.)	3625 10th St.



Lide, Lewis Maxwell	(D. C.)	1318 11th St.
Machlan, Harold Foor	(D. C.)	Takoma Park
Marchena, Ricardo	(C. R.)	1115 Eye St.
Masson, Clement	(N. Y.)	2813 11th St.
Mayers, Mrs. May Riokin	(D. C.)	1215 10th St.
*Schvey, Henry	(N. Y. C.)	1324 Q St.
Slutsky, Benj. Lloyd	(Conn.)	809 6th St.
Sonneland, Sidney Gaylow	(D. C.)	1322 Vt. Ave.
Tibbets, Lyman Brooke	(D. C.)	Sibley Hosp.
Woolgar, Wm. A. Davis	(D. C.)	121 Willow Ave.

## Third Year

Baker, Wallace Bruce	(D. C.)	326 Fla. Ave. N. E.
*Beck, Richmond James	(D. C.)	108 3rd St. N. E.
Bland, William Marshall	(Va.)	3754 McKinley St.
Bradley, Everett Lamont	(D. C.)	2330 California Ave.
Campbell-Chatterton, George J. B.	(Texas)	Garfield Hosp.
Crespo, Jose E.	(P. R.)	1115 Eye St.
Dazey, George Kendall	(Texas)	1322 Vt. Ave.
Duffie, Don Hastings	(D. C.)	Takoma Pk, D. C.
Freeland, Fred Bernard	(D. C.)	1814 G St. N. W.
Goodman, William Dennis	(Va.)	Emergency Hosp.
Griffith, Harold Moore	(Pa.)	Garfield Hosp.
Hayes, Thomas Hirst	(Va.)	307 S. Lee St., Alex., Va.
Howe, Julian Menzo	(N. Y.)	Washington Asylum Hosp.
Hollander, Ben	(Cal.)	G. W. U. Hosp.
Hollingsworth, Russell K.	(D. C.)	1364 Girard St.
Klemme, Roland M.	(Ill.)	1335 Vt. Ave.
Li, Kang	(China)	2014 Kalorama Rd.
King, Charlton R.	(Ala.)	Casualty Hosp.
Mandelos, Nicholas A.	(D. C.)	811 14th St. N. W.
McKenzie, John Ernest	(S. C.)	Washington Asylum Hosp.
Munoz, Roque N. A.	(C. A.)	909 L St. N. W.
Myers, Franklyn Hammett	(D. C.)	3754 McKinley St.
Newcomer, Emmett E.	(Pa.)	Garfield Hospital
Phillips, John William	(N. C.)	909 13th St.
Pitt, William Franklin	(N. C.)	1335 Vt. Ave.
Pittman, Henry Lee	(N. C.)	116 W. Lee St., Balt., Md.
Ramsey, Herbert Percy	(D. C.)	813 Mass. Ave N. E.
Scala, Norman P.	(D. C.)	918 S. C. Ave. S. E.
Stibbs, H. Weston B.	(N. Y.)	537 21st St.
Thompson, Thomas Carlton	(Pa.)	Emergency Hosp.
Williman, Frank Louis	(D. C.)	308 Kenois Bldg.
Zerbe, Jack Bertolet	(Pa.)	Box 53, Fairfax, Va.

## Fourth Year

Barone, Charles J.	(Mich.)	G. W. U. Hosp.
Bassett, George Overton	(D. C.)	Garfield Hosp.

Beachley, Ralph Gregory	(Md.)	Children's Hosp.
Campbell, Elliott Muse	(D. C.)	Emergency Hosp.
Crisp, Thomas Benton, Jr.	(D. C.)	G. W. U. Hosp.
Gardner, William Clifford	(Pa.)	Columbia Hosp.
Hottel, Robert Roy	(Md.)	Sibley Hosp.
Kreiselman, Joseph	(Ohio)	G. W. U. Hosp.
Leetch, Henry Winship	(D. C.)	1697 31st St.
Oden, Axel Robert	(D. C.)	1730 M St.
Shapiro, Hyman David	(D. C.)	Garfield Hosp.
Smart, James Alexander	(Va.)	Garfield Hosp.
Smiler, Nathan Norman	(D. C.)	Emergency Hosp.

## Special Students

Hartshorn, Victor	(D. C.)	903 Webster St.
Tate, Mrs. Bindon Colonna	(D. C.)	140 B St. N. E.

## SUMMARY

First Year .....	23
Second Year .....	29
Third Year .....	32
Fourth Year .....	13
Special .....	2 99



## DENTAL SCHOOL

### CANDIDATES FOR THE DEGREE OF DOCTOR OF DENTAL SURGERY

An Asterisk (\*) before a name indicates student not in attendance throughout the year.

#### Freshman Class

Arends, Frederick Louis	(Mich.)	1005 E St., N. E.
Barnhard, James L.	(Arizona)	1225 N. Y. Ave.
Blank, Samuel Harry	(N. J.)	809 9th St.
*Bleiker, Ross Franklin	(Mo.)	1013 20th St.
*Butts, Charles Shannon	(Va.)	Hotel Stratford
Bonnett, John Albert	(Ohio)	1212 12th St.
Chase, William	(Russia)	4127 N. H. Ave.
Cornelison, Orpha	(Fla.)	26, The Ventosa
Christopherson, Alvin R.	(Utah)	Hamilton Hotel
Detweiler, Daniel Landis	(Va.)	Herndon, Va.
Dove, Ronald Cross	(R. I.)	1213 H St.
Glew, Donald Henry	(Iowa)	1008 Euclid St.
*Gonzalez, Louis	(P. R.)	1115 Eye St.
Lewis, William Eberly	(D. C.)	1617 Irving St., N. E.
McClarnon, Paul Thomas	(N. Y.)	1213 H St.
Specks, Isadore	(Col.)	1418 Columbia Rd.
*Withrow, Ollie	(Va.)	322 D St., N. E.
Wolf, Morris	(D. C.)	626 22nd St., N. W.

#### Sophomore Class

Burke, William Francis	(Mass.)	2514 13th St.
Byer, Nathan	(N. J.)	440 M St.
*Doyle, Daniel Edward	(Mass.)	913 L St.
Garcia, Francisco Greyorio	(P. R.)	905 13th St.
*Gates, Thomas David	(D. C.)	808 N. C. Ave., S. E.
*Gray, Marion Houghton	(Fla.)	G. W. Inn
Hammond, Bennett	(Penn.)	1845 Monroe St.
Isserlis, Simon Harris	(Mass.)	3134 19th St.
Jones, Cyril	(N. Y.)	913 L St.
Leifer, Edward David	(N. Y.)	1411 Harvard St.
Long, Philip Raphael	(N. Hamp.)	2514 13th St.
*Lubore, Jacob	(D. C.)	927 P St.
Moore, William Siebert	(N. Y.)	61 Eye St.
Notes, Louis	(D. C.)	302 M St.
*Ray, Claude M.	(D. C.)	913 L St.
Roland Daniel Lynton	(Penn.)	913 L St., N. W.
Rosenblum, Alexander	(N. J.)	704 M St.
Themper, Joseph	(Conn.)	1222 11th St.
Voelker, Joseph William	(D. C.)	1451 8th St.

## Junior Class

*Avidan, Harold	(N. J.)	1335 H St.
Chiger, Marian	(N. J.)	1119 6th St.
Cohen, Frank J.	(Mass.)	809 12th St.
Cone, Nathan	(N. J.)	715 R. I. Ave.
*Grossman, Louis	(N. Y.)	3165 18th St.
Holstein, David	(N. J.)	1105 6th St.
*Hurwitz, Major Jonah	(N. J.)	1105 6th St.
Jeskowitz, Frances R.	(N. Y.)	1119 6th St.
Marcus, Callie K.	(N. J.)	1105 6th St.
Marks, Emil	(N. J.)	1105 6th St.
Marr, William Walter	(D. C.)	1815 Vernon St.
Olinger, Maurice	(N. J.)	715 R. I. Ave.
Pashkow, Harry	(N. J.)	1105 6th St.
Phillips, Abraham I.	(N. J.)	1105 6th St.
Silberberg, Morris	(N. J.)	1228 S St.
Singer, Morris M.	(N. J.)	1105 6th St.
Solow, Leo	(N. Y.)	715 R. I. Ave.
Sontag, William	(N. J.)	1105 6th St.
Swanson, Henry Albert	(N. D.)	1233 C St., N. E.
Weber, Louis M.	(N. J.)	1228 S St.

## Senior Class

Austin, David Scott	(N. Y.)	922 Eye St.
Baker, DeWitt T.	(Texas)	1439 T St.
Boston, John Armistead	(Va.)	1102 L St., N. W.
Brown, Nathaniel Hawthorne	(N. J.)	1330 13th St.
Cheely, Walter Cuthbert	(Col.)	1741 G St.
Coghlin, Julia Sylvia	(Mass.)	1006 11th St.
Dailey, Frank Leonard	(Wash.)	2106 F St.
Donovan, Edward Harold	(Mass.)	1318 Mass Ave.
Dull, John Wesley	(Penn.)	2140 H St.
Erikson, Bernhard Edwin	(Ill.)	2112 F St.
Genesee, Louis J.	(N. Y.)	944 K St.
Gorton, William Howard	(N. Y.)	1820 K St.
Greene, Robert E.	(N. Y.)	1301 K St., N. W.
*Harrington, George Elliott	(D. C.)	461 Conduit Rd.
Hunt, Elliott Albert	(N. J.)	617 7th St.
Inbender, Charles	(N. Y.)	942 R. I. Ave.
Jailer, Mark	(N. Y.)	942 R. I. Ave.
Kaplan, Jacob Sol	(N. J.)	942 R. I. Ave.
Katzman, Samuel	(N. Y.)	1726 P St.
Kelly, Clarence E.	(Mo.)	1820 K St.
Link, Bernard	(N. Y.)	431 M St.
McCullough, Robert William	(Md.)	1322 6th St.
Mitchell, James Francis	(R. I.)	1105 C St. S. W.
Morrison, Ralph Lancaster	(Md)	Seat Pleasant, Md.
Moskowitz, Benjamin	(N. J.)	1105 6th St.
Ozawa, Shigern	(Japan)	1 Iowa Circle
*Powell, William Henry	(Va.)	The Plymouth
Richman, Ivan Hjalman	(Minn.)	716 13th St.
Rhodes, William Sidney	(Va.)	1603 16th St.



## STUDENTS

Saferstein, George J.	(N. J.)	1105 6th St.
Schantz, Emanuel	(N. J.)	715 R. I. Ave.
Sechrist, Noah Cleveland	(Penn.)	1772 Williard St.
Stiefel, Charles V.	(Va.)	Cherrydale, Va.
Sullivan, Walter Daniel	(Mass.)	1328 Mass. Ave.
Thomas, Charles Lenton	(Texas)	1733 20th St.
Veintraub, Jacques	(N. J.)	431 M St.
Walzl, Carl W.	(D. C.)	1231 H St. N. E.
Wheelock, Carl Randall	(Ohio)	1212 12th St.
White, Earle B.	(D. C.)	332 Seaton Pl.
Witt, Charles Ralph	(Ind.)	1227 N St. N. W.

## SUMMARY

First Year .....	18	
Second Year .....	19	
Third Year .....	20	
Fourth Year .....	40	97

## STUDENTS REGISTERED IN THE LAW SCHOOL

1918-1919

Names of students who have withdrawn or graduated are indicated by stars; those who have entered since February 1, 1917, by daggers.

Students who are college graduates are indicated by the degree, year in which it was received, and name of college conferring it.

Students who have had only part of a college course are indicated by the names of the colleges attended.

### CANDIDATES FOR DEGREE OF BACHELOR OF LAWS

#### First Year Class

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
†Abbott, John Simpson, Jr.	(D. C.)	1619 R Street
Allen, John Leudon	(Okla.)	1105 E Street, S W.
Baines, Thelma Anna	(D. C.)	156 R Street, N. E.
*Baker, Samuel Harry, Jr.	(Ill.)	2309 Washington Circle
*Ballinger, Edwin Ray	(Colo.)	1436 Meridian Street
Barnes, Charles Maurice	(Va.)	1436 Meridian Street
A.B., 1910, George Washington University		
Baruch, Ismar	(Conn.)	1114 Euclid Street
Ph.B., 1915, Brown University;		
A.M., 1916, Princeton University.		
Beall, Dorothy Joyce	(D. C.)	73 You Street
Berry, Sydney Griswold	(N.J.)	2641 Garfield Street
Ch.E., 1916, Columbia University.		
Bielskis, Julius John	(D. C.)	703 15th Street
N.D., 1914, Blumer College of Natureopathy		
**Blewett, Willard Kirtland	(Va.)	1403 King Street Alexandria, Va.
†Boardman, Jean Melmouth	(Ill.)	1225 Euclid Street
*Boswell, Margaret Brainerd Morgan	(D. C.)	238 New Jersey Avenue
*Breidenbach, Samuel Heavrin	(Ky.)	2017 H Street
Brodie, Jennie Zelda	(Md.)	4005 14th Street
Johns Hopkins University		
Buck, Edith L.	(Ill.)	1343 15th Street
*Bullock, Ora Mae	(Wash.)	3631 Warder Street
College of Puget Sound		
*Burns, Earl Franklin	(Wash.)	Indian Office



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Burros, Morris	(Conn.)	1145 8th Street
Burton, William Cameron George Washington Uni- versity	(D. C.)	424 8th Street, N. E.
*Caldwell, Mattie Belle	(Ala.)	1022 11th Street
Carroll, Ida Olive	(D. C.)	1302 L Street
*Caulkins, Edward Dana A.B., 1913, University of Rochester; George Washington Uni- versity	(N. Y.)	3413 13th Street, N. E.
Cerceo, Alfred	(N. Y.)	110 E Street
Chang, Tien-Ze	(China)	930 K Street
Clark, Thomas Young B.S., 1918, Earlham College	(Ind.)	1124 Park Road
Colbert, Mary Adeline	(Ind.)	1623 Massachusetts Avenue
Cole, Francis Arthur Central College, Pella, Iowa	(Ia.)	1315 N Street
Cone, Gilbert Augusta	(Texas)	1229 8th Street
Connelly, Mary Magdalen	(N. Y.)	1809 Kalorama Road
*†Cothran, Plumer Curry	(S. C.)	216 New Jersey Ave- nue
*Cotlow, Louis	(N. Y.)	1736 G Street
†Crews, Clarence McKinnie	(D. C.)	210 A Street, N. E.
Crosby, Pearl	(N. J.)	2833 27th Street
Cunningham, Norman Jay	(Pa.)	625 Lamont Street
†de Freitas, John Thomas	(Cal.)	1343 Q Street
Dornoff, Edward Robert	(D. C.)	1132 7th Street, N. E.
*Duncan, Robert Fuller A.B., 1912, Harvard Col- lege	(Mass.)	American Red Cross
Ellison, Newell Windom A.B., 1917, George Washington Univer- sity.	(D. C.)	1720 M street
Eno, Glenn Union Christian College	(Ind.)	731 Rock Creek Church Road
†Erler, Marian Elizabeth	(Ind.)	1819 G Street
†Evans, Earl Radford M.E., 1919, Cornell Uni- versity	(Mass.)	1518 R Street, N. W.
†Finagin, Le Roy	(D. C.)	3210 Ninth Place, S. E.
Fisher, Elsa Birdsong	(Okla.)	1019 C Street, S. W.
†Flaherty, Paul Bernard	(Mass.)	222 I Street
*Ford, John B.S., 1903, George Wash- ington University	(D. C.)	1924 Biltmore Street
†Francis, Arthur Franklin	(Colo.)	1255 Irving Street
†French, William Thomas	(D. C.)	3111 South Dakota Avenue, N. E.

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Fullenwider, Helen Estelle	(Ind.)	1301 K Street
Gayle, Catherine Jarvis	(Va.)	Fort Myer Heights, Va.
Geist, Robert Louis	(Conn.)	3158 18th Street
C.E., 1917, Rensselaer Polytechnic Institute		
Gillis, Harry Arthur	(Iowa)	1113 8th Street
A.B., 1914, Monmouth College		
Glass, Robert Lewis	(Pa.)	4102 5th Street
B.S., in E.E., 1913, Pitts- burgh University		
*Glasscock, Beth E.	(Cal.)	24 Rhode Island Ave- nue
†Gorman, Lois Gates	(Pa.)	1807 California Street
Greeling, Roy Herman	(D. C.)	102 Continental Trust Bldg.
A.B., 1917, University of Omaha		
†Green, Harmon Benjamin	(Va.)	Falls Church, Va.
Clark Memorial College		
†Greene, Aldie Ross	(Mich.)	1547 9th Street
A.B., 1910, Albion Col- lege, Albion, Mich		
†Gullian, Walter Cyrus	(Ky.)	1378 Harvard Street
Graduate, 1914, West Point Military Academy		
*Haden, Erma	(Ga.)	53 Seaton Place
University of Tennessee		
Hanson, Edward J.	(N. C.)	1333 15th Street
†Hardy, Franklin Earl	(N. Y.)	1222 Irving Street
Union College, Schenec- tady, New York		
Harris, Brantly Callaway	(D. C.)	House Office Building
A.B., 1917, Rice Institute		
Haugh, Joseph E.	(N. Y.)	723 Kentucky Avenue, S. E.
St. Francis Xavier Col- lege		
†Hazen, Joseph Harrington	(N. Y.)	1352 Kenyon Street
George Washington Uni- versity		
Hechmer, Marie Antoinette	(W. Va.)	1335 15th Street
Dolores		
University of West Vir- ginia; University of Chicago		
Heitmuller, Ralph Emmert	(D. C.)	1307 14th Street
George Washington Uni- versity		
*Hoch, Horace Lind	(D. C.)	Ontario Apartments
A.B., 1902, A.M., 1904, Dickinson College; Ph.D., 1907, Univers- ity of Pennsylvania.		



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
†Hoffman, James Irvin A.B., 1918, Franklin and Marshall College	(Pa.)	3311 Ross Place
†Hoffman, John Edward	(Pa.)	1712 15th Street
Hohenstein, Arthur Edwin George Washington Uni- versity	(Ill.)	505 4th Street
†Hollingsworth, Marshall Welch	(Texas)	Western Union Tele- graph Co.
*Holmes, William Woodville	(Mo.)	Adjutant & Inspector's Office, U. S. Marine Corps
Holt, Everett Guy A.B., 1915, Colby College	(Me.)	715 19th Street
*Hotchener, Henry	(D. C.)	The Rochambeau
*Howard, Ralph C. B.S., University of Miss- issippi	(Miss.)	1931 North Capital Street
†Howing, Helen Pauline University of Missouri	(Mo.)	13 1st Street, N. E.
Hutt, James Brooke U. S. Naval Academy	(Va.)	3456 14th Street
†Hyde, Herbert Kendrick University of Oklahoma	(Okla.)	1333 15th Street
Jacobson, Edward Anton A.B., 1915, Gustavus Adolphus College	(Minn.)	1736 G Street
Jacques, Arthur Brenner A.B., 1916, St. John's College, Annapolis, Md.	(Md.)	Army and Navy Club
†Javier, Emilo Konz	(P. I.)	2614 Woodley Place
†Johnson, Herbert Carl	(Minn.)	1100 Vermont Avenue
†Johnson, John O.	(Ore.)	1736 G Street
Kanof, William Jacob B.S., in E.E., 1914, Cooper Union	(N. Y.)	U. S. Patent Office
†Katz, William B.S., 1914, College of the City of New York	(N. Y.)	511 L Street
†Keefer, Arthur Charles	(Md.)	College Park, Md.
Keller, Russell Diebel	(Pa.)	426 C Street, N. E.
Kelly, Clare Regina	(Vt.)	39 Adams Street
*Kimball, Isabel	(D. C.)	306 Rhode Island Ave- nue, N. E.
King, Howard P. Worcester Polytechnic Institute; George Washington Universi- ty	(N. J.)	U. S. Patent Office
†Kinley, Marian L. A.B., 1913, University of Rochester	(N. Y.)	116 East Capitol Street

## STUDENTS

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<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
†Kirby, Homer H. George Washington University	(Ohio)	1736 G Street
†Kuzmiak, John Stephen	(Pa.)	1736 G Street
Lacy, Samuel Winston Richmond College	(Va.)	1220 11th Street
Lally, Aloysius Alphonsus	(Mass.)	517 13th Street
†Lane, Munson Harmon B.S., 1918, Princeton University; Iowa State College	(Va.)	Falls Church, Va., R. F. D.
*Langmuir, Dean A.B., 1910, Williams Col- lege	(D. C.)	1401 Fairmont Street
†Lassen, Earle Charles	(D. C.)	517 13th Street
†Law, Annie Joe Lander Tindale College, Greenwood, S. C.	(Fla.)	1327 Girard Street
Le Brun, Isabelle Schier	(Minn.)	41 Seaton Place
Le Brun, Susan R.	(Minn.)	41 Seaton Place
Lehman, Roland Julius George Washington Uni- versity	(Ill.)	1404 Harvard Street
†Levy, Oscar Isaac B.S., and M.S., Uni- versity of Chicago	(La.)	U. S. Patent Office
Lodge, Thomas Ellis	(Del.)	1736 G Street
†Long, William Rodney	(Mass.)	222 I Street
Lutterloh, Herbert McRee	(N. C.)	4014 Illinois Avenue
†Mace, Merwin Ardeen	(Minn.)	1736 G Street
*Marr, Carl Wellington University of Maine	(Me.)	2836 27th Street
Mathias, Floyd Branson	(W. Va.)	Mt. Ranier, Md.
†Maxson, Donald Livingstone	(Md.)	1924 17th Street
McConnell, Chalmers Sey- mour	(D. C.)	1753 18th Street
McDermott, Franklin Pierce, Jr. A.B., 1902, A.M., 1903, E.E., 1905, Princeton University	(N. J.)	1814 Park Road
McGuire, Ollie Roscoe A.B., 1917, Louisiana State University	(La.)	Cherrydale, Va.
McKinley, Henry S.	(W. Va.)	214 2nd Street, N. E.
McLaughlin, James Alexis	(D. C.)	1517 Vermont Avenue
*McMahon, Margaret Agnes B.S., 1906, M.A., 1907, George Washington University	(D. C.)	1344 E Street
Michael, Grace Vivian Simmonds College	(D. C.)	3802 Keokuk Street
Michelson, Bernadette Serena	(Md.)	908 Webster Street
Miller, Jesse Clinton	(N. Dak.)	203 9th Street, S. W.



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
*Miller, Joe Franklin	(D. C.)	1723 U Street
Miller, Warren Edward	(Ind.)	1736 G Street
†Milstead, Walter La Tour	(D. C.)	1324 Monroe Street
Mitchell, Wade Hampton	(D. C.)	206 C Street
†Mixer, Paul Louis	(Mich.)	1842 Calvert Street
†Moore, Stuart	(Va.)	128 B Street, N. E.
A.B., 1915, Washington & Lee University		
*Moorhead, John N.	(Pa.)	Port Royal, Pa.
†Morse, Ralph Lyter	(D. C.)	122 V Street
University of Idaho		
Motlow, George Thompson	(Tenn.)	1853 18th Street
Muir, Edward Thompson	(D. C.)	1439 Girard Street
Nash, Preston M.	(D. C.)	217 First Street, N. E.
B.S., Maryland State College		
Newman, Lawrence Gilbert	(D. C.)	3617 New Hampshire Avenue
Noe, Edward Terris, Jr.	(Pa.)	2814 13th Street
B.S., in E.E., 1914, Uni- versity of Pennsyl- vania		
Nolan, Margaret Cox	(N. Y.)	2118 Pennsylvania Avenue
O'Boyle, Chales A.	(Pa.)	17th and Riggs Place
New York University		
O'Brien, James John	(N. Y.)	336 14th Street, N. E.
*O'Donnell, Victor Lawrence	(Ind.)	924 Pennsylvania Ave- nue
†Oliver, Fred Nash	(Texas.)	Walter Reed General Hospital, Takoma Park, D. C.
†Paden, Jack	(Okla.)	1810 Calvert Street
Oklahoma State Univer- sity		
Page, Proctor Hull	(Vt.)	The New Cochran Hotel
Park, Francis Elizabeth	(N. Y.)	3409 Mt. Pleasant Street
Ph.B., 1910, Syracuse University; Columbia University		
Parsons, Maud Anna	(Ill.)	132 A Street, N. E.
*Payne, Anna Louesa	(D. C.)	U. S. Food Administra- tion
A.B., 1913, Goucher Col- lege		
*Perkins, Wellington Edwin	(Ill.)	401 4th Street, N. E.
Pierce, Clifford Davis	(Tenn.)	1808 Kalorama Road
George Washington Uni- versity		
Powers, Robert Supplee	(N. Y.)	1322 Vermont Avenue
†Price, Towson	(N. J.)	1523 22nd Street
M.E., 1909, Stevens Insti- tute of Technology		

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
*Priest, Charles B.S., 1910, Vanderbilt University; A.B., 1915, University of California.	(Nev.)	1736 G Street
*Proctor, Frank Baker	(D. C.)	1321 Maryland Avenue, N. E.
Rappaport, Harry George Washington Uni- versity	(N. Y.)	1926 New Hampshire Avenue
Ravenel, Henry George Washington Uni- versity	(D. C.)	1611 Riggs Place
†Richdorf, Michael Leo	(Wis.)	1330 North Capitol Street
Rider, Wakeman A.B., 1904, Colgate Uni- versity	(N. Y.)	McLachlen Bank Build- ing
Ring, Freda George Washington Uni- versity	(D. C.)	1215 Harvard Street
Roberts, Samuel Judson	(D. C.)	1312 Columbia Road
†Rosenlund, Arthur Jhalmer	(Minn.)	1421 T Street
†Ruch, George Franklin George Washington Uni- versity	(Pa.)	1353 Longfellow Street
Ruddy, Lena Benigna Missouri University	(Mo.)	1310 Emerson Street
†Saperstein, Simon C.E., 1916, Rensselaer Polytechnic Institute.	(N. Y.)	933 Shepherd Street
Saulsbury, William A.B., 1887, Harvard University	(Del.)	Somerset House, 16th and S Streets
Selby, John Mahlon	(D. C.)	808 East Capitol Street
Sheppard, Norman Bishop A.B., 1917, Yale Uni- versity	(Conn.)	3807 Fulton Street
*Shideler, Jay E. University of Colorado; Columbia University	(Colo.)	1718 Corcoran Street
Shklarín, Joseph Barnett C.E., 1911, Ohio State University	(D. C.)	U. S. Patent Office
Shoults, Worth Edward George Washington Uni- versity	(Va.)	611 Cameron Street Alexandria, Va.
†Shrader, Perry William University of Kansas	(Kans.)	1362 Harvard Street
†Simpich, Briggs George University of Washing- ton	(Wash.)	1422 Massachusetts Avenue



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
*Simpson, Lueco Earle Western Maryland Col- lege	(N. Y.)	3324 18th Street
Sokolov, Harry Eliot	(D. C.)	State Department
†Spanier, David Howard University of Minnesota	(Minn.)	907 M Street
Stebbins, Clare	(N. Y.)	624 A Street, S. E.
Syren, Amelia Harriet	(Pa.)	3932 Illinois Avenue
†Tabler, Otis Francis Richmond College	(Va.)	1100 Vermont Avenue
Taggart, Etta Louise	(D. C.)	1758 Park Road
†Tennyson, Alfred Lionel George Washington Uni- versity	(D. C.)	1512 30th Street
Thomas, Robert A.B., 1915, Richmond College	(Va.)	2337 18th Street
*Thompson, Glenn M.	(Ind.)	1316 Q Street
Tobias, Benjamin	(Md.)	1133 Columbia Road
†Towers, Frederic Newton	(D. C.)	307 Copley Courts
Underwood, Eugene University of Illinois; George Washington Uni- versity	(D. C.)	707 20th Street
†Vass, John Hartwell Washington & Lee Uni- versity	(Va.)	1429 N Street
Ward, Flora Lusk	(Wash.)	4127 New Hampshire Avenue
Watkins, John David	(Miss.)	514 B Street, N. E.
Wegener, Emma Alma	(Wis.)	2118 O Street
Weinstein, Perry College of the City of New York	(N. Y.)	1905 Kenyon Street
*Welch, Kathryn Mae	(Wis.)	210 E Street
*West, Monroe Grady	(Md.)	Indian Office
†Williamson, Ernest R.	(Oreg.)	1736 G Street
Willia, Warren Jennison Graduate, 1912, U. S. Naval Academy; A.B., 1918, George Wash- ington University.	(Minn.)	Hydrographic Office, Navy Department
*Wilson, Howard Leon New York University School of Commerce	(N. Y.)	3324 18th Street
Wilson, John Johnston	(Md.)	Hyattsville, Md.
Wilson, Lee Ross George Washington Uni- versity	(Ohio.)	1346 Monroe Street, N. E.
Woodson, Fred Lee	(Mo.)	1759 Columbia Road
Wunderlich, Lucile Marie	(Ky.)	730 3rd Street, N. E.
Young, Vincent Henry	(Conn.)	1453 Monroe Street

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Zamora, Mauricio University of the Philip- pines	(P. I.)	2942 Ordway Street, Cleveland Park.
Zillman, Ben Victor B.S. in M.E., 1916, Wash- ington University.	(Mo.)	433 4th Street, N. E.
Second Year Class		
Albertsworth, Edwin Frank- lin A.B., 1915, A.M., 1916, Ph.D., 1918, George Washington Univers- ity.	(Md.)	130 Carroll Avenue Takoma Park
*Arnest, H. Paul	(Ark.)	1762 Church Street
Barbour, Harriet M. George Washington Uni- versity	(Oreg.)	3213 13th Street
*Bardill, Walter Samuel	(Pa.)	414 6th Street
Barth, Irving Valentine Edgar	(N. Y.)	General Land Office
Bauman, Walter Michael University of Nebraska	(Neb.)	1810 Calvert Street
*Baumgartner, Marjorie Katherine	(Mich.)	The Dresden
Bell, Charles Rowan	(Ky.)	1021 11th Street
Bloem, John Harry George Washington Uni- versity Kalamazoo College	(Mich.)	Federal Trade Com- mission
Boyer, Eugene Francis Ph. B., 1917, Yale Uni- versity	(Conn.)	1421 I Street
Brock, Howard Merle Toledo University	(Ohio)	1736 G Street
†Brown, Earle L	(Ia.)	1414 V Street
Brown, Walter Lee Arkansas College	(Ark.)	1215 C Street
Bryant, Joseph Mortimer B.S., 1902, C. E., 1905, Virginia Polytechnic Institute	(Utah)	1219 Shepherd Street
Bush, Clarence Edgar	(D. C.)	1812 Park Road
Cabler, Cleveland Henderson-Brown Col- lege; University of Arkansas	(Ark.)	1100 Vermont Avenue
Canfield, Raymond Bishop Ph.B., 1910, Yale Uni- versity	(D. C.)	701 McLachlen Build- ing
Clarke, Calvin	(Ky.)	1254 Hamlin Street, N. E.



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
*Cole John Melvin B.S. in E.E., 1911, Clark- son College of Tech- nology	(N. Y.)	2140 N Street
Collins, Elmer Briggs	(Ala.)	111 B Street, S. E.
Crabbe, Albert William	(Utah)	1122 Spring Road
†Cramer, John Nicholas Columbia University	(N. Y.)	1744 F Street
Curry, Joseph Clifford University of Chatta- nooga	(Tenn.)	1736 G Street
*Dickinson, John A.B., 1913, Johns Hop- kins University; A.M., 1915, Princeton Uni- versity	(Md.)	1913 I Street
Dodd, William Jennings	(Md.)	National Savings & Trust Building
*Dutko, Paul Michael Dickinson College	(Pa.)	1736 G Street
Eddy, Grace Marie George Washington Uni- versity	(Wis.)	1424 R Street
Fairbank, Carl S. Albion College; George Washington Univers- ity	(Mich.)	1422 Massachusetts Avenue
†Fearing, Justin Lincoln George Washington Uni- versity	(Mass.)	The Ethelhurst, 15th and L Streets
Fees, Don Clare Dana College	(Neb.)	1930 18th Street
†Frey, Charles Millard A.B., University of Nebraska	(Neb.)	New Berne Apartment
*Frutchman, Nathan Mar- shall	(N. J.)	1209 B Street, S. E.
Geiger, Olive Evalyn Maryland College for Women	(D. C.)	1855 Calvert Street
Gonzalez Maldonado, Jesus Alexander	(P. R.)	The Regina Apart- ments
Gregg, Lewis Judson	(Mich.)	26 14th Street, N. E.
†Guy, Ellsworth L. Colorado College	(Colo.)	1129 Euclid Street
*Hall, Howard Lewis A.B., 1915, A. M., 1916, University of Min- nesota.	(Minn.)	1500 13th Street
Hammer, Mabel White A.B., 1916, Smith Col- lege	(N. Y.)	George Washington Inn.
Harris, John Harry	(Pa.)	37 Girard Street, N. E.

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Heckmann, William Jacob	(Ia.)	1215 12th Street, N. E.
Henry, Condor Caywood	(Tenn.)	907 L Street, N. E.
A.B., 1915, George Washington Univers- ity		
†Higgins, Daniel Ernest	(Me.)	1712 F Street
University of Maine		
Hodson, Elmer Reed	(D. C.)	U. S. Forest Service
B.S., 1898, M.S., 1900, Iowa State College		
†Holmgren, Samuel Theodore	(Mass.)	1736 G Street
A.		
†Hurd, Cato Burdge	(Ind.)	1101 Euclid Street
James, Maxwell	(N. Y.)	1020 Fairmont Street
B.S., 1913, College of the City of New York		
Kimbel, Joseph Wesley	(Pa.)	1848 Ingleside Terrace
†Lamb, Albert Thomas	(Kans.)	1225 L Street
†Landers, Norman Lincoln	(Ia.)	2063 Park Road
A. B., Lenox College, Hopkinton, Iowa		
Levinson, Charles William	(Md.)	U. S. Patent Office
A.B., 1915, Johns Hop- kins University		
†Livingston, Walter Mc- Kenzie	(S. Dak.)	1748 Q Street
University of South Dakota		
Manning, Ellis, Wooster	(Okla.)	707 20th Street
Manning, Lucy Rains	(Okla.)	707 20th Street
†Maxson, Louis Archer	(Md.)	620 North Carolina Avenue, S. E.
A.B., 1913, M. S. 1915, George Washington University		
*May, Ernest A.	(D. C.)	1736 G Street
Meyer, Morris Daniel	(Texas)	2415 20th Street
A.B., 1910, Tulane Uni- versity		
Middleton, George Elmer	(Va.)	U. S. Patent Office
C.E., 1912, Ohio State University. A.B., 1916, George Washington University		
Morgan, Linton	(Ariz.)	2106 F Street
Nagelberg, Alfred	(N. Y.)	1113 5th Street
B.S., in Eng., 1915, Cooper Union		
Nelson, Le Roy Walter	(Neb.)	530 20th Street
†Noble, Lew Maurice	(Me.)	1422 Mass. Avenue
A.B., 1916, Bowdoin Col- lege		



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Pabst, Bertha Elizabeth Adelphi College	(N. Y.)	3551 Holmead Place
Paltridge, George Henry A.B., Feb. 1918, George Washington Univers- ity	(D. C.)	1222 O Street
Paris, Israel S.B., 1914, Massachusetts Institute of Tech- nology	(Mass.)	U. S. Patent Office
†Pearlove, Edward Joseph	(Minn.)	621 H Street
Pedersen, Aksel Marius B.S., 1912, Massachusetts Institute of Technol- ogy	(Conn.)	702 19th Street
*Peters, Robert Le Roy A. B., 1917, University of Wisconsin	(Wis.)	Navy Department
†Porges, Mortimer	(Ill.)	1354 Oak Street
†Ralston, Julian Craven A.B., 1917, Indiana Uni- versity	(Ind.)	2012 O Street
Randall, Carlton Morrell	(Pa.)	914 I Street
Raymond, Mary Jane	(D. C.)	1224 Euclid Street
Reges, Maximilian Frederick George Washington Uni- versity	(N. J.)	U. S. Patent Office
Richmond, Allen Rossman State University of Iowa	(Ia.)	1627 16th Street
Schwertner, Fritz	(D. C.)	326 C Street, S. W.
Shappirio, Solomon B.Ch., 1915, University of Michigan	(D. C.)	910 M Street
†Shen, James Patrick A.B., 1915, Georgetown College	(D. C.)	1161 Neal Street, N. E.
*Stecher, Karl Fairmount College, Wichita, Kans.	(Kans.)	1736 G Street
†Stickle, Wilmer Franklin Swarthmore College; Roanoke College	(N. J.)	1916 16th Street
*Sweet, Donald Howard A.B., 1913, Western Re- serve University; S.B., 1913, Case School of Applied Science	(Ohio.)	1736 G Street
Sydenham, Humphrey Lehigh University	(D. C.)	1277 New Hampshire Avenue
*Todd, John R., Jr. Milligan College	(Tenn.)	1762 Church Street

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Townsend, John William Southwestern Presby- terian University	(Fla.)	1829 19th Street
Turp, James Sowders	(N. J.)	537 21st Street
†Uehren, Robert Monat	(Wis.)	1748 Que Street
Van Meter, Arthur A. B., 1913, Ohio State University	(Ohio)	5210 Illinois Avenue
Van Wagoner, Earl Utah Agricultural Col- lege	(Utah)	1736 G Street
Wolfson, Frederick James University of Missouri	(Mo.)	1002 Fairmont Street
*Wright, Russell Syracuse University	(N. Y.)	1015 20th Street
†Young, George Wilson	(Mass.)	1810 Calvert Street

## Third Year Class

Barnhart, Alvin Johnson West Virginia Univers- ity	(W. Va.)	1541 8th Street
*Bartholow, Edmond Mont- gomery A.B., 1909, University of Kansas	(Kans.)	2030 Lawrence Street, N. E.
†Borden, Frank Harris University of Pennsyl- vania	(Pa.)	25 Grant Place
†Bremer, Edward George College of St. Thomas	(Minn.)	1750 Massachusetts Avenue
Brody, Arthur Chester	(N. Y.)	The Brunswick
*Brown, Carl Chester	(Mo.)	1739 P Street
Carter, George Henry Ph.B., 1898, State Uni- versity of Iowa	(Ia.)	1661 Hobart Street
*Chesnut, Charles Vincent Boston College	(Mass.)	2524 L Street
Connell, Letcher Benjamin	(Tenn.)	209½ First Street, N. E.
Corbin, Elmer L.	(Ill.)	1011 Monroe Street
Cornell, Herbert Watson A.B., 1908, University of Colorado	(Colo.)	5419 Illinois Avenue
Davis, John Wesley S.B., 1914, Iowa Wesley- an College	(Ia.)	1222 Connecticut Ave- nue
†Duvall, Walker Mareen George Washington Uni- versity	(D. C.)	1812 Vernon Street
Eames, William Herbert	(Mass.)	2609 Myrtle Avenue, N. E.



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Edwards, John William	(Vt.)	403 Union Trust Building
Estes, Andrew Broaddus, Jr. University of Georgia	(Ga.)	622 D Street, N. E.
Faulkner, Robert Raymond	(Ill)	5 Rhode Island Avenue
Flam, John B.E., 1916, Union Col- lege	(N. Y.)	1623 Irving Street
†Foster, LeRoy Blake Ph.C., 1909, Ohio State University	(Ohio.)	1829 19th Street
Fravel, Robert Hiram A.M., 1906, Randolph- Macon College	(Va.)	1829 19th Street
Fray, John Aaron A.B., 1909, Missouri Valley College	(Cal.)	3025 15th Street
†Fuller, Burton A.B., 1915, Central Uni- versity of Iowa	(Ia.)	1736 G Street
†Granner, Walter Arnold University of South Dakota		1736 G Street
*Hamilton, Ralph Hayes Harden, Fred Geer A.B., 1907, A.M., 1908, University of Ne- braska	(Ohio) (Neb.)	Grafton Hotel 1468 Harvard Street
*Hensel, Frederick William LL.B., February 1919, George Washington University	(Minn.)	Cherrydale, Va.
*Hill, Walter Barnard B.S. in E.E., 1913, Uni- versity of Georgia	(Ga.)	1120 Rhode Island Ave- nue
Huff, John James A.B., 1909, State Uni- versity of Iowa	(Ia.)	1719 G Street
Janson, Harold Jennings B.S. in Ed., 1912, B.A., 1913, Ohio State Uni- versity	(Okla.)	1921 Rhode Island Ave- nue, N. E.
†Johns, Hyland Righter B.S. in E.E., 1913, Uni- versity of Pennsyl- vania	(Pa.)	1450 Harvard Street
†Kennedy, James Arthur Richmond College; Uni- versity of Virginia	(S. C.)	Cavanaugh Court Apartments
Lavery, Thomas Claffey Valparaiso University	(Mo.)	1906 N Street

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Mackey, Stuart Jones C.E., 1915, Rensselaer Polytechnic Institute	(N. Y.)	1814 Park Road
Meseke, Frank Bennett Ph.B., 1912, University of Chicago	(Ind.)	7 H Street
Miller, Clarence Altha	(Pa.)	1229 12th Street
Miller, Henry	(Ky.)	1736 G Street
Miller, Howard Seaman E.E., 1913, M.A., 1915, University of California	(Cal.)	U. S. Patent Office
Newsom, Bessie Wooten A.M., 1914, Vanderbilt University	(Ark.)	1727 F Street
*Nichol, James Wallace George Washington Uni- versity LL.B., February 1919, George Washington University	(Mich.)	412 Willard Courts
Pulling, Arthur Clement	(D. C.)	1314 Park Road
Read, William Alfred A.B., 1905, A.M., 1906, Brown University	(Mass.)	1769 Columbia Road
Robertson, Wallace Andrew Indiana University	(Ind.)	205 A Street, S. E.
St. Clair, Albert Thurston A.B., 1917, George Washington Univers- ity	(D. C.)	1401 Columbia Road
†Shorb, Paul Edgar A.B., 1917, University of North Dakota	(N. Dak.)	3304 Holmead Place
Steele, Francis Willard University of West Vir- ginia	(W. Va.)	1739 P Street
*Stone, Clifford Fontaine LL.B., February, 1919, George Washington University	(Wis.)	1828 G Street
Stukes, Taylor Hudnall A.B., 1915, Washington and Lee University	(S. C.)	221 East Capitol Street
*Stuwe, John Daniel B.S. in C.E., 1912, LL.B., Feb. 1919, George Washington Univers- ity	(Minn)	U. S. Patent Office
Swindler, Charles Patrick A.B., 1916, University of Colorado	(Colo)	216 Maryland Avenue, N. E.



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
*Taylor, Edward Curtis S.B., 1914, Massachusetts Institute of Technol- ogy; LL.B., October 1918, George Wash- ington University	(Mass.)	Springfield, Mass.
Tomlinson, John Pride A.B., 1914, University of the South	(Tenn.)	Office of the Secretary of the Senate
Towsley, Frank Hathaway A.B., 1913, Tufts Col- lege	(N. Y.)	2502 Hamlin Street, N. E.
*Van Moss, Bert	(Okla.)	U. S. Marine Corps, Quantico, Va.
Wood, Richard Francis C. E., 1915, Lehigh Uni- versity	(D. C.)	3301 Highland Place
†Wright, Lewis A. Lehigh University	(D. C.)	517 Cedar Street, Takoma Park, D. C.
Yang, Yung-Ching A.B., 1910, Soochow Uni- versity	(China)	2001 19th Street

## CANDIDATES FOR DEGREE OF MASTER OF LAWS

*Beckwith, Frank Jennings LL.B., Washington and Lee University	(W. Va.)	1425 Madison Street
Burrows, Tremaine Kellogg A.B., 1897, University of Nebraska; LL.B., Fed- bruary 1917, George Washington Univers- ity	(N. Y.)	6902 5th Street
*De Agüero, Manuel LL.B., 1917, George Washington Univers- ity	(Cuba)	Department of Justice
†Denit, Louis Malvern LL.B., 1918, George Washington Univers- ity	(D. C.)	1239 I Street, N. E.
*Fast, Arthur Herman A.B., 1909, Baker Uni- versity; LL.B., 1912, University of Kansas	(Kans.)	1229 12th Street
†Fooks, Herbert Clarence A.B., 1906, St. John's College; LL.B., 1916, University of Idaho	(D. C.)	Walter Reed Hospital, Takoma Park, D. C.
†Gittins, Charles Franklin LL.B., 1911, State Uni- versity of Iowa	(Ia.)	4014 7th Street

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
†Hall, Gilbert Lewis A.B., 1899, Swarthmore College; LL.B., 1918, George Washington University	(Oreg.)	Wilkins Building
†Larsen, Roy William A.B., 1913, University of Minnesota; LL.B., 1918, George Washing- ton University	(Minn.)	1806 Riggs Place
*Marshall, Charles Orr University of Omaha; LL.B., 1918, George Washington Univers- ity	(Neb.)	526 Taylor Street
*Rhea, Learner Tolbert LL.B., 1912, University of Texas	(Tenn.)	1339 14th Street
Sanborn, Edgar Cummings A.B., 1915, Dartmouth College; LL.B., 1918, George Washington University	(N. H.)	U. S. Patent Office
†Schnare, Lester Llewellyn LL.B., 1913, George Washington University	(Ga.)	Department of State
*Shaw, Randolph Codman Washington and Lee University; LL.B., 1915, George Wash- ington University	(D. C.)	1419 R Street
†Stovall, Bates Mitchell LL.B., 1917, George Washington Univers- ity	(D. C.)	The Cecil
Veale, Anita Wilson Manual Arts Junior Col- lege; LL.B., 1918, Uni- versity of Southern California, College of Law	(Cal.)	3908 Kansas Avenue

## SPECIAL STUDENTS

*Alexander, John William	(Ky.)	Congress Hall Hotel
Allen, Charles Risdon	(D. C.)	1912 1st Street
*Axleroad, Benjamin	(N. Y.)	1751 Lanier Place
†Bledsoe, Harrison Warren	(Kans.)	1105 K Street
†Blehr, Francis Morris	(Minn.)	1121 I Street
Browne, Margaret Marian A.B., 1916, George Wash- ington University	(D. C.)	1304 Keayon Street



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
*Buchanan, John Grier A.B., 1909, Princeton University LL.B., 1912, Harvard Uni- versity	(D. C.)	Office of the Judge Ad- vocate General
*Buckley, Francis J.	(Cal.)	831 18th Street
*Carroll, Francis Partridge	(D. C.)	1849 Ontario Place
*Chilcote, Samuel S. C.	(D. C.)	1468 Harvard Street
†Cole, Fannie Beardsley	(Va.)	The Dunsmere
*Concannon, Matthias	(Ill.)	1624 P Street
*Cushman, Robert Alberton	(Mass.)	2501 Pennsylvania Avenue
*Danis, Raymond Smith	(D. C.)	30 9th Street, S. E.
Dee, Jessica A.B., 1916, Wellesley College	(Mass.)	802 Massachusetts Avenue, N. E.
Doran, Maurice P.	(N. Y.)	1618 1st Street, N. E.
*Duras, Victor Hugo LL.B., 1902, University of Nebraska; LL.M., 1903, George Wash- ington University.	(Neb.)	3214 18th Street
Fairbanks, Joseph	(D. C.)	Office of the Provost Marshal General
*Fleischhauer, Julius Albert	(D. C.)	115 E Street, S. E.
*Frazer, James R.	(Ind.)	2723 Connecticut Ave- nue
†Fredo, Michael A.	(N. Y.)	504 F Street, N. E.
*Gerken, Edward Ridley	(N. Y.)	1822 15th Street
*Gluck, Edwin Lawrence	(N. Y.)	1402 16th Street
*Hanes, Harold Fitz-Hugh LL.B., 1918, George Washington Univers- ity	(Va.)	Herndon, Va.
†Hanson, Joseph Benjamin	(Ill.)	1614 G Street, S. E.
Hatch, Frank Lockwood	(Ill.)	1857 Ontario Place
Hawley, Truman, R. A.B., 1900, LL.B., 1905, Harvard University	(Mass.)	3114 19th Street
*Hayes, W. A.	(Wis.)	War Department
Hinckley, Gladys Constance	(D. C.)	1623 16th Street
*Hitt, Isaac R.	(Va.)	1410 H Street
*Hornblower, George San- ford A.B., 1904, Princeton University; LL.B., 1907, Columbia Uni- versity	(N. Y.)	2034 Hillyer Place
Hoyt, Homer A.B., 1913, (Feb.), A.M., 1913, (Nov.) Univer- sity of Kansas.	(Ill.)	1500 13th Street
†Kay, Harold Thomas	(Utah)	100 B Street, N. E.

<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
Kennedy, George William	(D. C.)	4413 8th Street
†Kimbrel, Madge	(Ind.)	313 13th Street, N. E.
Longfellow, Thelma Barbee	(D. C.)	115 C Street, S. E.
Loring, Charles	(D. C.)	1840 Calvert Street
Lynch, John J.	(N. Y.)	1229 12th Street
*Lyttle, Bertha Drusilla	(Ky.)	3546 New Hampshire Avenue
*Magee, William John	(Mass.)	3310 Ross Place, Cleveland Park
*Maguire, Frank Raum	(D. C.)	1410 Euclid Street
*Malino, Jerome E.	(N. Y.)	1212 Euclid Street
†Martin, Charles Emanuel	(D. C.)	1736 G Street
B.S., 1914, M.A., 1915, University of California, Ph.D., Columbia University		
Mayers, Lewis	(N. Y.)	1215 10th Street
A.B., 1910, College of the City of New York; A.M., 1912, University of Wisconsin; Ph.D., 1914, Columbia Uni- versity.		
*McCann, Felix H.	(Ala.)	The Champlain
Metcalf, Buehler	(Neb.)	Portland Apartments
Miller, Robert N.	(D. C.)	War Department
*Morrison, Nancy C.	(Va.)	McLean, Va.
*Morton, Alfred Balch	(Md.)	1729 De Sales Street
*Phillips, Henry L.	(D. C.)	1343 Q Street
*Quick, G. Willard	(Va.)	2337 18th Street
B.S., 1917, Richmond College		
Roepke, Otto Bismarck	(Minn.)	2014 G Street
Scharr, Harry Isaac	(D. C.)	3809 Georgia Avenue
*Schenck, Michael	(D. C.)	War Department
*Scott, John Reid	(Pa.)	Metropolitan Club
Serby, Myron W.	(D. C.)	711 13th Street
B.S., 1915, College of Agriculture, Cornell University		
Sharp, Fred L.	(Va.)	Indian Office
*Shaw, Henry Bigelow	(Vt.)	Woodley Apartment
LL.B., 1900, Harvard Law School		
*Shepard, Donald D'Arcy	(D. C.)	Department of State
LL.B., 1918, George Washington Univers- ity		
†Smith, Adison Foster	(Okla.)	1712 15th Street
Smith, John Abdie	(Pa.)	Farnsboro Apartments
Smith, Joseph S. W.	(Pa.)	Farnsboro Apartments



<i>Name</i>	<i>Legal Residence</i>	<i>Address</i>
*Smith, Stafford A.B., 1913, Northwest- ern University; LL.B., 1916, Harvard Law School	(N. Y.)	1614 I Street
Stringham, Emerson	(Ia.)	1379 North Carolina Avenue
†Weeks, Dorothy Walcott A.B., 1916, Wellesley College	(D. C.)	3461 Lowell Street, Cleveland Park
*Weeks, Mangum A.B., 1915, University of North Carolina	(D. C.)	3445 Newark Street
†Zinn, Roy Brown	(W. Va)	14 3rd Street, N. E.

## SUMMARY

Students Army Training Corps.....	64
Candidates for Degree of Bachelor of Laws	
First Year.....	197
Second Year.....	89
Third Year.....	56
Total .....	342
Candidate for Degree of Master of Laws.....	16
Total Candidates for degrees.....	358
Special Students.....	67
Total .....	489
Counted Twice.....	25
Total all students.....	464
Candidates for degrees who are college graduates.....	110
Percentage .....	30.81
Candidates for degrees who have had all or part of a college course.....	200
Percentage.....	56.05

# COLLEGE GRADUATES, CANDIDATES FOR DEGREES

Albion College .....	1	Minnesota, University of ..	2
Baker University .....	1	Mississippi, University of..	1
Bowdoin College .....	1	Missouri Valley College ..	1
Brown University .....	2	Monmouth College .....	1
University of California ..	2	Nebraska, University of ..	3
Case School of Applied Science .....	1	North Dakota, University of	1
Central University of Iowa	1	Ohio State University ....	5
Chicago, University of ....	2	Omaha, University of .....	1
Clarkson College of Technol- ogy .....	1	Pennsylvania, University of	3
Colby College .....	1	Pittsburgh University ....	1
Colgate University .....	1	Princeton University .....	4
College of the City of New York .....	2	Randolph-Macon College ..	1
Colorado, University of ...	2	Rensselaer Polytechnic In- stitute .....	3
Columbia University .....	1	Rice Institute .....	1
Cornell University .....	1	Richmond College .....	1
Cooper Union .....	2	Rochester, University of ..	2
Dartmouth College .....	1	St. John's College, Annapolis, Md. ....	2
Dickinson College .....	1	Smith College .....	1
Earlham College .....	1	Soochow University .....	1
Franklin and Marshall Col- lege .....	1	Stevens Institute of Technol- ogy .....	1
Georgetown College .....	1	Swarthmore College .....	1
George Washington Univer- sity .....	12	Syracuse University .....	1
Georgia, University of ....	1	Tufts College .....	1
Goucher College .....	1	Tulane University .....	1
Gustavus Adolphus College	1	Union College .....	2
Harvard University .....	2	U. S. Military Academy ...	1
Indiana University .....	1	U. S. Naval Academy .....	1
Iowa State College .....	1	University of the South....	1
Iowa, State University of..	2	Vanderbilt University ....	2
Iowa Wesleyan College ....	1	Virginia Polytechnic In- stitute .....	1
Johns Hopkins University ..	2	Washington and Lee Uni- versity .....	2
Kansas, University of ....	1	Washington University ....	1
Lehigh University .....	1	Western Reserve University	1
Lenox College, Hopkinton, Iowa .....	1	Williams College .....	1
Louisiana State University	1	Wisconsin, University of ..	1
Maryland State College ...	1	Yale University .....	3
Massachusetts Institute of Technology .....	3		116
Michigan, University of ..	1	Counted twice .....	7
	305	Total .....	109



## STUDENT ARMY TRAINING CORPS

### OFFICERS

Henry H. Ludlow, Colonel, Coast Artillery, U. S. A., Retired.  
 Richard G. Cecil, First Lieutenant, Infantry, U. S. A.  
 Mitchell D. Auerbach, Second Lieutenant, Infantry, U. S. A.  
 Edward F. Collins, Second Lieutenant, Infantry, U. S. A.  
 Howard F. Dickensheets, Second Lieutenant, Infantry, U. S. A.  
 John R. Drawbaugh, Second Lieutenant, Infantry, U. S. A.  
 Kenneth C. Hand, Second Lieutenant, Infantry, U. S. A.  
 Frank Harwell, Jr., Second Lieutenant, Infantry, U. S. A.  
 Louis Hasbrouck, Second Lieutenant, Infantry, U. S. A.  
 Morris S. Hegarty, Second Lieutenant, Infantry, U. S. A.  
 Bishop C. Hunt, Second Lieutenant, Infantry, U. S. A.  
 Robert J. Riley, Second Lieutenant, Infantry, U. S. A.  
 Harold S. Sample, Second Lieutenant, Infantry, U. S. A.

### DEPARTMENT OF ARTS AND SCIENCES

Aaron, Jacob Henry ..... District of Columbia  
 Adams, Karl Anthony ..... New York  
 Adams, Leslie Harold ..... District of Columbia  
 Aman, John Andrew ..... Maryland  
 Aman, Walter Frank ..... Maryland  
 Anderson, Robert Nelson ..... District of Columbia  
 Applewhite, Francis Clyde ..... Texas  
 Austin, Byron ..... Illinois  
 Babcock, George Woodman ..... Wisconsin  
 Bailey, Norman Carlyle ..... Florida  
 Ballinger, William McCormick ..... District of Columbia  
 Barnhart, Frank Ernest ..... New York  
 Bender, Ernest Gusta ..... Indiana  
 Biggs, Warren Otis ..... District of Columbia  
 Bisselle, Hulbert Thaddeus ..... District of Columbia  
 Bleicher, Alexander ..... New York  
 Blickenstaff, Ivan Cyrus ..... District of Columbia  
 Bloomquist, Frederick Almon ..... Pennsylvania  
 Bond, Samuel Hazen, Jr. .... Illinois  
 Boone, Robert Edward ..... District of Columbia  
 Bosworth, Robert Joseph ..... District of Columbia  
 Boteler, Harry Simonds, Jr. .... District of Columbia  
 Boughton, Warren Victor ..... District of Columbia  
 Bradbury, Craig Eames ..... District of Columbia  
 Bragg, Frank Trustrum ..... Massachusetts  
 Brown, Radford Talbott ..... District of Columbia  
 Browne, Paul Shannon ..... Kansas  
 Buckingham, Wells S. .... District of Columbia  
 Buckley, Jeremiah ..... District of Columbia  
 Bullock, Emmett H. .... Missouri  
 Burner, Charles Alexander ..... District of Columbia  
 Burneston, Joseph Lee ..... District of Columbia

Burr, Calvin, Jr. ....	New York
Burton, Oliver E. ....	West Virginia
Bynum, William Jennings ....	District of Columbia
Campbell, Harry Francis ....	District of Columbia
Carlton, Oscar Everett ....	Pennsylvania
Carpinelli, John Joseph ....	Pennsylvania
Carrico, Ivan ....	Indiana
Cederstrom, Albert Gustaf ....	Massachusetts
Chamberlain, Leslie S. ....	New York
Church, William Alexander Harris, Jr. ....	District of Columbia
Clark, Lyell ....	Kansas
Cohen, Max ....	Pennsylvania
Comish, Henry Carey ....	Louisiana
Connett, George F. ....	New Jersey
Cosgrove, Joseph R. ....	Missouri
Crissman, Philip A. ....	Iowa
Cruickshanks, Benjamin Carpenter ....	District of Columbia
Cunningham, Frederick Bruce ....	Virginia
Dauksys, Joseph V. ....	New Jersey
Davidson, James Alexander, Jr. ....	District of Columbia
Davidson, Wilbur Delozier ....	District of Columbia
Davis, Thomas Allan ....	District of Columbia
Day, Edward Jenner ....	New Jersey
de Brodes, George Victor ....	District of Columbia
Degener, Edward L. ....	Illinois
Denison, Abraham Robert ....	District of Columbia
Dennison, Robert ....	District of Columbia
Deuel, Harry James ....	Minnesota
Diamondstein, Sidney Barnet ....	Maryland
Dodge, Sidney Whipple ....	District of Columbia
Doniphan, Edwin Dorsey ....	District of Columbia
Duffey, Hugh C., Jr. ....	District of Columbia
Dye, Sidney O. ....	Ohio
Elliott, James H. ....	Virginia
Espey, Howard Hamilton ....	District of Columbia
Evans, Leland Moroni ....	Utah
Faris, Robert L., Jr. ....	District of Columbia
Fihe, Albert Joseph ....	Kentucky
Fisk, Clarence W. ....	Maryland
Friedman, Harry ....	Maryland
Garman, Frank Russell ....	Philadelphia
Garner, Nelson ....	Arkansas
Gatchell, Willard Waddington ....	District of Columbia
Gingrich, George Albert ....	Kansas
Glushak, David Adolph ....	District of Columbia
Gorman, Arthur Clifford ....	Connecticut
Grass, Edward Jacob ....	District of Columbia
Greene, Robert Arthur ....	Florida
Grossberg, Louis C. ....	District of Columbia
Grossman, Myer John ....	Pennsylvania
Gunther, Arthur Carl ....	Indiana
Halpern, Max ....	New York
Hann, Raymond McGeary ....	District of Columbia
Hardy, Samuel Walker ....	District of Columbia
Harnsberger, Charles Whitfield ....	Virginia



Harrell, Newton Lewis .....	South Carolina
Harris, Frank Irving .....	District of Columbia
Hart, Hillus Hilton .....	Indiana
Hartman, Arthur Meyer .....	District of Columbia
Hastings, George S. ....	District of Columbia
Hawk, John Marvin .....	District of Columbia
Haynes, William Preston .....	Kentucky
Henshall, Lawrence Decker .....	Philadelphia
Hodgkins, Bradley D. ....	District of Columbia
Hoffman, Herman S. ....	Maryland
Hollingsworth, Henry Hardeman .....	Virginia
Holmes, Garrett A. ....	Missouri
Horwitz, Alec .....	District of Columbia
Hough, Ashbel Fairchild .....	District of Columbia
Hunt, Herbert Bremer .....	District of Columbia
Ihrig, Chester D. ....	Kentucky
Jenkins, William Alexander, Jr. ....	District of Columbia
Jessen, Lowell Everett .....	Utah
Johnson, Eugene .....	Wisconsin
Johnson, Harold Curry .....	District of Columbia
Johnson, Robert Harris .....	District of Columbia
Johnson, Roger C. ....	Missouri
Kampe, Albert Henry .....	Michigan
Keiser, Clarence Cyrus .....	District of Columbia
Kershenbaum, Leo. ....	District of Columbia
Kleve, Jasper Miles .....	New York
Krause, Adam Frederick .....	District of Columbia
Ladd, John G. ....	New Mexico
Lamb, Clyde .....	District of Columbia
Lanigan, Arthur Loyola .....	District of Columbia
Lapish, Joe Harry .....	District of Columbia
Le Foe, George Buckner .....	District of Columbia
Leonard, Melville Harlan .....	District of Columbia
Levinson, Isadore .....	Virginia
Lewis, Elmer Fellows .....	District of Columbia
Lewis, Thomas Deane .....	Maryland
Lippy, Paul Nelson .....	Pennsylvania
Locke, Howard Palmer .....	North Carolina
Lootz, Alf Christian, Jr. ....	District of Columbia
Lovett, John Willis .....	District of Columbia
Lynch, Merrill C. ....	Virginia
Lyons, Charles Alexander, Jr. ....	District of Columbia
McCarthy, John Joseph .....	New York
McCarthy, Walter T. ....	District of Columbia
McClarnon, William James .....	New York
McCoy, William Franklin, .....	Maryland
McCrea, Walter Dale .....	District of Columbia
McDonald, John Gordon .....	Maryland
MacEwen, Thomas Taylor .....	District of Columbia
McGlothlin, Carl E. ....	Texas
MacNab, John Carter .....	District of Columbia
Mannar, Claiborne Harrison .....	Maryland
Markriter, Frank Bernard .....	District of Columbia
Mason, John Russell .....	District of Columbia
Medford, Theodore Lane .....	District of Columbia

Melander, Walfrid A. ....	Connecticut
Meyer, Henry .....	New York
Michaelson, Leo William .....	Wisconsin
Miller, Forrest John .....	District of Columbia
Miller, Joseph George .....	Maryland
Miller, Robert Tweed .....	District of Columbia
Miller, Warren E. ....	District of Columbia
Mincosky, Maxwell M. ....	District of Columbia
Mitchell, Jimmie Lee .....	Alabama
Mitten, Paul Landon .....	Washington
Montgomery, Wilbur Burson .....	District of Columbia
Moore, John Henderson .....	Maryland
Moser, Maurice .....	District of Columbia
Moyer, Samuel .....	Pennsylvania
Myers, John Dallas .....	Indiana
Nall, Arthur Ernest .....	Texas
Neill, William Lynville, Jr. ....	Texas
O'Connor, Harold James .....	Pennsylvania
Orn, Gustave Paul .....	Pennsylvania
Overstreet, Walter Everett .....	District of Columbia
Palomar, Gaudioso P. ....	P. I.
Parker, Thornton Jenkins, Jr. ....	District of Columbia
Parrott, Leo George .....	New York
Patton, Ernest Franklin .....	Iowa
Peake, Isidore Albert .....	District of Columbia
Pekofsky, William .....	District of Columbia
Perkins, Hansen Travers .....	Maryland
Perley, Allan Hall .....	District of Columbia
Petr, Edward .....	Kansas
Petty, Joe Nicholas .....	Alaska
Phillips, Bernhardt .....	District of Columbia
Phillips, Walter Hiram .....	Ohio
Phillips, Wendell .....	Wisconsin
Phillips, William John .....	New York
Pierson, Stanley Bird .....	District of Columbia
Pile, Roy J. ....	District of Columbia
Poffenberger, Carrol R. ....	District of Columbia
Possoff, Morris .....	Pennsylvania
Potthoff, Herbert George .....	Texas
Protas, Maurice .....	District of Columbia
Rambo, Golden Samuel .....	District of Columbia
Ranck James Byrne .....	District of Columbia
Randall, Benjamin Harlan .....	District of Columbia
Reichard, Carlos B. ....	District of Columbia
Reilly, John Joseph .....	Massachusetts
Rosen, Leo John .....	District of Columbia
Rosedale, Max Krauss .....	Louisiana
Royer, Joseph Paul .....	Ohio
Ryan, Clarence F. ....	Pennsylvania
Ryan, Edward Thomas .....	Connecticut
Ryon, Norris Melvin .....	Maryland
Salzer, George Washington .....	New York
Sanders, James Henderson .....	District of Columbia
Schmitt, Henry Martin .....	New York
Schuetz, Martin George .....	Conn.



Seymour, Harry Randolph .....	New York
Shannon, William Arthur .....	District of Columbia
Shrebnik, Joseph I. ....	Conn.
Simester, Ralph Edward .....	District of Columbia
Simpson, Jesse Noble .....	District of Columbia
Sinclair, William Hunter .....	District of Columbia
Sloan, William McKinley .....	Nebraska
Smith, Audley L. ....	Iowa
Sowder, Clarence S. ....	Idaho
Stephens, David McCeung .....	District of Columbia
Stewart, Charles West, Jr. ....	District of Columbia
Strang, Harry Ledden, Jr. ....	District of Columbia
Styer, Martin R. ....	Pennsylvania
Sudenga, Willard Leigh .....	Illinois
Svabek, Paul Jaroslav .....	Ohio
Symons, Arthur .....	Michigan
Taylor, Raymond Marvin .....	District of Columbia
Thomas, Walter Austin .....	District of Columbia
Tibbitts, Gordon Chase .....	District of Columbia
Tilton, Daniel Henry .....	District of Columbia
Topman, Murray .....	New York
Toups, Sidney Phillip .....	Louisiana
Tracy, Stanley James .....	Utah
Turoff, Louis Webster .....	District of Columbia
Van Horn, Arthur Heisler .....	District of Columbia
Violett, Ernest Randolph .....	Maryland
Votruba, George E. ....	District of Columbia
Wallace, Ricardo F. ....	Maryland
Walsh, John Butler .....	District of Columbia
Walton, Aubrey .....	California
Warfield, Vernon Norwood .....	Virginia
Warrington, Theodore Brown .....	District of Columbia
Weinstein, Meyer .....	District of Columbia
Whaland, Norman D. ....	Massachusetts
Wharton, William Joseph, Jr. ....	New Jersey
Whitlock, Walter Raymond .....	West Virginia
Whyte, Clifton Andrews .....	District of Columbia
Wiley, Virgil Brooks .....	District of Columbia
Wilke, Clarence Gustaf .....	Kansas
Wingate, Edward Greene .....	District of Columbia
Wingfield, Charles Arthur .....	District of Columbia
Witherow, George Dewey .....	Michigan

## STUDENTS ARMY TRAINING CORPS

### THE MEDICAL SCHOOL

Baker, Henry Merton .....	District of Columbia
Baker, Wallace Bruce .....	District of Columbia
Barone, Charles James .....	New York
Barrows, Victor Ira .....	Vermont
Bassett, George Overton .....	District of Columbia
Beachley, Ralph Gregory .....	Maryland
Beck, Richmond James .....	District of Columbia
Bland, William Marshall .....	District of Columbia
Bowen, Wilbur L. ....	Virginia
Bradley, Everett Lamont .....	District of Columbia
Cadilla, Arturo .....	Porto Rico
Campbell-Chatterton, George J. B. ....	District of Columbia
Clark, Adrian Earl .....	District of Columbia
Cole, Hazen Eugene .....	District of Columbia
Crespo, Jose E. ....	Porto Rico
Crisp, Thomas B., Jr. ....	District of Columbia
Davis, Joshua William .....	Pennsylvania
Dazey, George Kendall .....	Texas
Demopoulos, Christos John .....	District of Columbia
Earnest, John Paul .....	District of Columbia
Epstein, Nathan .....	District of Columbia
Fischer, Aubrey D. ....	District of Columbia
Fletcher, Travis Leigh .....	Virginia
Freeland, Fred Bernard .....	District of Columbia
Gaines, John Marshall .....	Virginia
Gardner, William Clifford .....	Pennsylvania
Gates, Herbert Stelwyn .....	District of Columbia
Glenn, Joseph Burton .....	District of Columbia
Goldfain, Samuel .....	District of Columbia
Goodman, William Dennis .....	Virginia
Griffith, Harold Moore .....	Pennsylvania
Grossman, Myer John .....	Pennsylvania
Grozin, Maurice .....	Ohio
Haynn, Roy Frederick .....	Virginia
Herzmark, Maurice .....	District of Columbia
Hollander, Ben .....	California
Hollingsworth, Russell K. ....	District of Columbia
Hopkins, Ira Jay .....	Utah
Hottel, Robert Roy .....	Maryland
Jacobs, Merlin Edwin .....	District of Columbia
Jones, Robert Varnum .....	Michigan
Klemme, Roland M. ....	Illinois
Kreiselman, Joseph .....	Ohio
Leetch, Henry Winship .....	District of Columbia
Lide, Lewis Maxwell .....	South Carolina
Machland, Harold F. ....	District of Columbia
Mandelos, Nicholas A. ....	District of Columbia
Masson, Clement .....	New York



McKenzie, John Ernest .....	Massachusetts
Munoz, Roque N. A. ....	District of Columbia
Myers, Franlyn Hammett .....	District of Columbia
Nordlinger, George .....	District of Columbia
Pearlstein, Maurice .....	New York
Peterson, Norman Vern .....	Utah
Phillips, John William .....	North Carolina
Pitt, William Franklin .....	North Carolina
Rosenberg, Albert Budd .....	New York
Sager, William Warren .....	District of Columbia
Schvey, Henry .....	New York
Schwartz, Paul John .....	District of Columbia
Shapiro, Hyman David .....	District of Columbia
Slutsky, Benjamin Loyd .....	Connecticut
Smart, James Alexander .....	Virginia
Smiller, Nathan Norman .....	District of Columbia
Sonneland, Sidney G. ....	District of Columbia
Stibbs, H. Weston B. ....	New York
Stretch, Clarence Loughlin .....	Connecticut
Taylor, Robert Mitchell .....	District of Columbia
Thompson, Thomas Carlton .....	Pennsylvania
Tibbets, Lyman Brooke .....	District of Columbia
Weber, Henry Meyer .....	Maryland
Williman, Frank Louis .....	District of Columbia
Woolgar, William A. Davis .....	District of Columbia
Zack, Archie Rayfield .....	District of Columbia
Zerbe, Jack Bertolet .....	Pennsylvania

## STUDENT ARMY TRAINING CORPS

### THE DENTAL SCHOOL

Austin, David Scott	New York
Baker, DeWitt T.	Texas
Barnhard, James L.	District of Columbia
Blank, Samuel Harry	District of Columbia
Bonnett, John Albert	Ohio
Brown, Nathaniel Hawthorne	New Jersey
Burke, William Francis	Massachusetts
Byer, Nathan	New Jersey
Cohen, Frank J.	Massachusetts
Cone, Nathan	New Jersey
Detweiler, Daniel Landis	Virginia
Donovan, Edward Harold	Massachusetts
Dove, Ronald Cross	Rhode Island
Erikson, Bernhard Edwin	Illinois
Garcia, Francisco Gregorio	Porto Rico
Genesee, Louis Joseph	New York
Gonzalez, Louis	Porto Rico
Gorton, William Howard	New York
Hammond, Bennett	Pennsylvania
Harrison, Davis	New York
Harrington, George Elliott	District of Columbia
Holstein, David	New Jersey
Hunt, Elliott Albert	New Jersey
Hurwitz, Major Jonah	New Jersey
Jones, Cyril	New York
Kallish, Samuel A.	New York
Kaplan, Jacob Sol	New Jersey
Katzman, Samuel	New York
Kelly, Clarence Edward	Missouri
Kline, Chester Alexander	Maryland
Leifer, Edward David	New York
Lewis, William Eberly	District of Columbia
Link, Bernard	New York
Long, Philip Raphael	New Hampshire
May, Joseph	New Jersey
Marcus, Callie K.	New Jersey
Marks, Emil	New Jersey
McClarnon, Paul Thomas	New York
McCullough, Robert William	Maryland
Mitchell, James Francis	Rhode Island
Moore, William Seibert	New York
Morrison, Ralph Lancaster	Maryland
Moskowitz, Benjamin	New Jersey
Notes, Louis	District of Columbia
Olinger, Maurice	New Jersey
Phillips, Abraham I.	New Jersey
Rechman, Benjamin	New York
Richman, Ivan Hjalmar	Minnesota



Rhodes, William Sidney .....	Virginia
Rosenblatt, Louis .....	Russia
Rosenblum, Alexander .....	New Jersey
Saferstein, George Julian .....	New Jersey
Schantz, Emanuel .....	New Jersey
Silberberg, Morris .....	New Jersey
Singer, Morris .....	New Jersey
Solow, Leo .....	New York
Speck, Isadore .....	Colorado
Stiefel, Charles V. ....	Virginia
Thomas, Charles Lenton .....	Texas
Toothman, Edwin Carson .....	Illinois
Voelker, Joseph William .....	District of Columbia
Walzl, Carl W. ....	District of Columbia
Weber, Louis M. ....	New Jersey
Werner, Robert Joseph .....	West Virginia
Wolf, Morris .....	District of Columbia

## STUDEN ARMY TRAINING CORPS

### LAW SCHOOL

Baumgardner, Edward John .....	Ohio
Bihlman, Rudolf .....	District of Columbia
Block, David Sylvan .....	Maryland
Breidenbach, Samuel Heavrin .....	Kentucky
Burton, William Cameron .....	District of Columbia
George Washington University	
Carey, Maurice Francis .....	District of Columbia
Cole, Francis Arthur .....	Iowa
Central College, Pella, Iowa	
Cole, George Edward .....	Massachusetts
Cotlow, Louis .....	New York
Coughlin, Clarence William .....	Missouri
Daunt, George Franklin .....	Massachusetts
De Cicco, Joseph .....	New York
de Freitas, John T. ....	California
Di Pasquale, Louis .....	Rhode Island
Dodd, William Jennings .....	Maryland
Dornoff, Edward Robert .....	District of Columbia
Droes, George .....	District of Columbia
Ferguson, Forrest Erwin .....	Virginia
Flickinger, Samuel John .....	New Jersey
George Washington University	
Friedman, Harry .....	Maryland
Gittins, Charles Franklin .....	Iowa
University of Iowa,	
Hamilton, Ralph Hayes .....	Ohio
Hammack, Lewis Paul .....	Maryland
Heathcote, James Fillmore .....	Pennsylvania
Heitmuller, Ralph Emmert .....	District of Columbia
George Washington University	
Henault, Thomas Ransel .....	District of Columbia
Henderson, William Morris .....	Illinois
Howard, Hanson Lee .....	Maryland
Jones, Cyril Joseph .....	Maryland
Larkin, Peyton Barrett .....	Virginia
Levy, Israel .....	Maryland
Lodge, Thomas Ellis .....	Delaware
McConnell, Chalmers Seymour .....	District of Columbia
McKenna, Harry Paul .....	District of Columbia
Maher, Edmond Francis .....	Connecticut
Connecticut Agricultural College	
Motlow, George Thompson .....	Tennessee
Mullins, Howard Pell .....	Illinois
Myers, John Ferrie .....	District of Columbia
Myres, Eustis .....	Texas
Nelson, Le Roy Walter .....	Nebraska
Newman, Lawrence Gilbert .....	District of Columbia
O'Donnell, Victor Lawrence .....	Indiana
Osgood, Elwood Scott .....	Maine
Phillips, Albert Russell .....	California
Pierce, Clifford Davis .....	Tennessee
George Washington University	



Powers, Robert Supple .....	New York
Ravenel, Henry .....	District of Columbia
George Washington University	
Richdorf, Michael Leo .....	Wisconsin
Ring, John Hjalmar .....	Connecticut
Rosenberg, Herman Leeson .....	New Jersey
Ryan, Edward Thomas .....	Connecticut
Schlesinger, David .....	Iowa
Schlesinger, Irwin Isadore .....	Iowa
Schwartz, Alfred Max .....	District of Columbia
Smith, Maurice M. ....	Oklahoma
Sokol, Jacob .....	District of Columbia
Sokolov, Harry Eliot .....	District of Columbia
Spencer, Henry Caleb, Jr. ....	District of Columbia
Steele, Francis Willard .....	West Virginia
Towers, Frederic Newton .....	District of Columbia
Welsh, Bernard Von Walde .....	Maryland
Whiting, Orlon Chauncey .....	Utah
Wright, Russell .....	New York
Young, Vincent Henry .....	Connecticut

## UNITED STATES NAVAL UNIT

Giles B. Harber, Rear Admiral, U. S. N. (Retired),  
in Command

### DEPARTMENT OF ARTS AND SCIENCES

Andrus, Floyd Jasper .....	District of Columbia
Atkeson, Thomas Conner .....	District of Columbia
Benner, Harry Lohr .....	District of Columbia
Bisset, George .....	District of Columbia
Bittner, John .....	District of Columbia
Brauner, Ralph Herrman .....	District of Columbia
Chesney, Lee Roy .....	District of Columbia
Cloyd, Chester Lavern .....	Ohio
Cockrell, Sam Fant .....	Mississippi
Colburn, William Edward, Jr. ....	District of Columbia
Eisinger, John Overton .....	District of Columbia
Goss, Marshall J. ....	Ohio
Graham, George Emlen .....	District of Columbia
Hagan, Jonathan Foster .....	Virginia
Harsch, Raymond .....	Ohio
Johnston, Kenneth Adelbert .....	District of Columbia
Kemmeries, Fred August .....	Missouri
Klein, Ned .....	New York
Kotzen, Samuel .....	Massachusetts
Le Masters, Earle Hamilton .....	District of Columbia
Levin, Myer .....	Connecticut
Long, Clare Victor .....	Pennsylvania
Martin, Virgil Bradley .....	District of Columbia
Murphy, Flay Louis .....	Oklahoma
Murphy, Paul Scarborough .....	District of Columbia
Newcomer, Harry Edward .....	District of Columbia
Owens, John Adams .....	Pennsylvania
Paul, Nathan Mortimer .....	New York
Ramsey, Frederick James .....	Connecticut
Reid, Walter Roy. ....	District of Columbia
Rosenberg, Edward Adolph .....	New York
Rutledge, Sam Howard .....	Tennessee
Saegart, Ernest Redfield .....	Connecticut
Schleisner, Samuel .....	Maryland
Schoffstall, Charles Warren .....	Pennsylvania
Stade, Galen Bashore .....	Ohio
Stewart, Thomas Franklin .....	District of Columbia
Taylor, Harvey Mathes .....	New Mexico
Warren, Edward Seymour .....	District of Columbia
White, Preston Hardy .....	District of Columbia



## MEDICAL SCHOOL

Campbell, Elliott Muse .....	District of Columbia
Hayes, Thomas Hirst .....	Virginia
Howe, Julian Menzo .....	New York

## DENTAL SCHOOL

Cheely, Walter Cuthbert .....	Colorado
Dailey, Frank Leonard .....	Washington
Greene, Robert E. ....	New York
Man, Adlai Morton .....	Pennsylvania
Sullivan, Walter Daniel .....	Massachusetts
Wheelock, Carl Randall .....	Ohio
Witt, Charles Ralph .....	Indiana

GEOGRAPHICAL DISTRIBUTION.

Alabama .....	15	Oklahoma .....	18
Arizona .....	3	Oregon .....	8
Arkansas .....	7	Pennsylvania .....	108
California .....	30	Rhode Island .....	13
Colorado .....	20	South Carolina .....	12
Connecticut .....	26	South Dakota .....	5
Delaware .....	3	Tennessee .....	28
Florida .....	13	Texas .....	51
Georgia .....	13	Utah .....	15
Idaho .....	3	Vermont .....	12
Illinois .....	96	Virginia .....	123
Indiana .....	49	Washington .....	10
Iowa .....	57	West Virginia .....	28
Kansas .....	37	Wisconsin .....	25
Kentucky .....	30	Wyoming .....	1
Louisiana .....	8	Alaska .....	1
Maine .....	17	District of Columbia ...	1044
Maryland .....	113	Hawaii .....	1
Massachusetts .....	72	Philippines .....	7
Michigan .....	43	Porto Rico .....	7
Minnesota .....	46	Canada .....	3
Mississippi .....	13	Central America .....	2
Missouri .....	9	China .....	14
Montana .....	6	Costa Rico .....	2
Nebraska .....	33	Cuba .....	1
Nevada .....	1	Egypt .....	1
New Hampshire .....	5	Greece .....	1
New Jersey .....	54	Japan .....	3
New Mexico .....	1	Mexico .....	1
New York .....	153	Russia .....	2
North Carolina .....	28	Switzerland .....	1
North Dakota .....	9		
Ohio .....	68	Total .....	2629



## GENERAL SUMMARY

### Teaching Staff

In many instances members of the Teaching Staff only give part time to the University:

Professors .....	78
Associate Professors .....	30
Associates .....	17
Assistant Professors .....	21
Lecturers and Instructors .....	63
Assistants and Demonstrators .....	45
Total .....	254

### Students registered in the University during 1918-19

#### Department of Arts and Sciences

School of Graduate Studies .....	123
Columbian College .....	1288
College of Engineering .....	385
Teachers College .....	214
Summer School, 1918 .....	308
	2010

#### Professional Schools

Medical School .....	109
Dental School .....	125
Law School .....	425
	659

Total .....	2669
Duplicates .....	40

Student Army Training Corps: 2629

Department of Arts and Sciences.....	237
Medical School.....	75
Dental School.....	65
Law School.....	64

441

#### Naval Unit:

Department of Arts and Sciences.....	40
Medical School.....	3
Dental School.....	7

50

Total .....	491
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# DEGREES CONFERRED AT COMMENCEMENT, 1918

## HONORARY

### MASTER OF SCIENCE

Theodore Willard Case

### MASTER OF ARTS

Abram Lisner

### DOCTOR OF DIVINITY

Douglas Putnam Birnie

### DOCTOR OF SCIENCE

John Fillmore Hayford

William Henry Holmes

### DOCTOR OF LETTERS

Joseph Smith Auerbach

James Howard Gore

James Phinney Munroe

Isabel Anderson

## In Course

### Bachelor of Arts

Ernest W. Ave-Lallemont, Wisconsin

Everett Lamont Bradley, District of Columbia

Lucy Llewellyn Burlingame, District of Columbia

Samuel Poe Garden, Texas

(With distinction)

Elizabeth Orlan Cullen, District of Columbia

Frances Geschickter Davis, District of Columbia

Fenton Mercer Fadeley, District of Columbia

Manuel Lloyd Presse, District of Columbia

Mary Eloise Grabill, District of Columbia

Katherine Juanita Heron, District of Columbia

Jane Elizabeth Herrmann, Maryland

(With distinction)

Maurice Hart Herzmark, District of Columbia

Hans Joergensen, District of Columbia

Josephine Marie Jonas, District of Columbia

Esther Kahn, District of Columbia

Victor Lyman Kebler, District of Columbia

Mary Belle Kerr, Missouri

Naghi Khan De Gharagheuslou, Persia

Adrienne King, Utah

Mina Timms McDaniel, Washington

PGad Bryan Morehouse, District of Columbia

George Nordlinger, District of Columbia

Berith Parsons, District of Columbia

Elizabeth Peet, District of Columbia

Lyle Virginia Rush, District of Columbia



W.O.	George W. Salzer	1922-1924	New York
	Marie Katharine Saunders	1922-1924	District of Columbia
	(With distinction)		
100	Margaret H. Schoenfeld	1923-1924	District of Columbia
	Howard Scott	1923-1924	Maryland
300	Dorothy Gertrude Sornborger	1923-1924	District of Columbia
	(With distinction)		
	Karl Stecher	1923-1924	Kansas
W.O.	Trygve Johann Tolnas	1923-1924	Georgia
	Emilie Mary Umhau	1923-1924	District of Columbia
100	Warren Reed West	1923-1924	District of Columbia
	(With distinction)		
	Margery Evelyn Wilson	1923-1924	Kansas

## Bachelor of Science in Civil Engineering

150	Watson Davis		District of Columbia
W.O.	Leon A. Hauser		New Jersey
	(With distinction)		

## Bachelor of Science in Electrical Engineering

5	Arthur Ballard Campbell		District of Columbia
W.O.	Thomas Randolph Harrison		Virginia

## Bachelor of Science in Mechanical Engineering

100	Herbert Allan Ehrman		Maryland
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## Bachelor of Science in Chemistry

W.O.	Wilbur August Gersdorff		District of Columbia
	Bonifant Hamilton		Texas
100	Helen Augusta Miles		District of Columbia
	Elizabeth Aldridge Paull		Virginia
50	Vivian Campbell Kelchner Robey		Maryland
	Jacob Mordecai Schaffer		New York

## Bachelor of Arts and Bachelor's Diploma in Education

	Annie Marion Cardwell		Virginia
70	Edna Dixon		District of Columbia
	Maude Franzoni English		District of Columbia
	(With distinction)		
	Kroes Ficklin		Virginia
5	Alexandra Louise Galeski		District of Columbia
5	Bess Alma Hankey		Pennsylvania
50	Rose Lee Hardy		District of Columbia
100	Irene Childrey Hoch		Pennsylvania
	Lelia Dorothy Horne		Missouri
50	Lucretia Margaret Lawrence		District of Columbia
100	Mary Frances Murray		District of Columbia
	Lettie Ethel Stewart		District of Columbia
	(With distinction)		
25	Ethel Summy		District of Columbia
	Bertha Alice Yoder		District of Columbia

## Doctor of Medicine

Samuel Moffett Bittinger	Tennessee
Jack Anthony Connor	District of Columbia
Cecil Clair Davis	New Mexico
Edward Lewis	Tennessee
(With distinction)	
John Hugh Lyons	District of Columbia
(With distinction)	
Lyle Millan Mason	Virginia
Tomás Cajigas (Moreu)	Porto Rico
Ramón C. Ruiz Nazario	Porto Rico
George Henry Rawson	Massachusetts
Katharine W. Wright	Maryland

## Nurses Certificates

Mabel M. Beard	Virginia
Josephine Billingsley	Virginia
Anna L. Bratton	Virginia
Edith Brown	District of Columbia
Sue Powell Bunn	North Carolina
Ada Chapman Dowling	West Virginia
Isla Kay	Virginia
Edith Viola Keisecome	West Virginia
Nell Moran Lambert	North Carolina
Louise S. Leutbecher	Maryland
Margaret Whitner McFerran	Virginia
Hilda McKee	West Virginia
Lucile V. Powell	West Virginia
Bessie M. Palmer	District of Columbia
Mozelle Simpson	Virginia
Carrie V. Sowers	Virginia
Minne Gertrude Taylor	Virginia
Janie Walters	Virginia
Florence Stuart Woolfolk	Virginia

## Doctor of Dental Surgery

Ralph William Smead Bonnett	Ohio
Eugenia Butkiewicz	District of Columbia
Elmer E. Christiansen	Utah
John Blake Copping	Maryland
Earl Fielding Danforth	District of Columbia
Hilmer Alvin Erickson	Minnesota
Abraham Joseph Fainman	Russia
George Andrew Flanagan	New York
William Keroes	District of Columbia
Henry Clay Lowry	Michigan
Oscar Leonard Manley	Missouri
Hymen Popkin	New Jersey
Arma Exner Rush	District of Columbia
Gunichi Shibata	Japan
William Manley Sweet	District of Columbia
Herman Henry Vordermark	South Dakota
Eugene LeRoy Walter	District of Columbia



## Bachelor of Laws

	Lyle Thomas Alverson	Illinois
200	Leon Ancheta	Philippine Islands
	Frederick Verne Arber	Illinois
100	Robert Ash	New York
	Halsey Warren Bardwell	Vermont
	Maurice Baskin	District of Columbia
25	John Thomas Birmingham	Connecticut
	Ralph Waldo Brown	District of Columbia
	Robert Edward Burg	District of Columbia
	Ernest Philip Carbo	District of Columbia
100	Louis Malvern Denit	District of Columbia
200	Glenn Robert Eudaley	Kentucky
	Hadley Fairfield Freeman	Ohio
	Solomon Ginsberg	New York
250	Gilbert Lewis Hall	Oregon
	Harold Fitz-Hugh Hanes	Virginia
	Jeannette Jewell	District of Columbia
	Harry Waldo Kidder	Maine
	Roy William Larsen	Minnesota
	Charles Anselm Lind	Minnesota
	Alfred Brisco Lindsay	District of Columbia
	David Lorenz	District of Columbia
100	Walter Joseph Madden	South Dakota
	Rhesa Miles Norris	Pennsylvania
	John A. Osoinach	Mississippi
	(With distinction)	
	Ruth Campbell Osoinach	Mississippi
200	Arthur Seymour Parker	District of Columbia
250	William Horace Parmelee	Pennsylvania
710	George Curtis Peck	New York
	Daniel Lee Richey	Kansas
	Edgar Cummings Sanborn	New Hampshire
	Donald D'Arcy Shepard	District of Columbia
	Gerald Vernell Weikert	District of Columbia
	(With distinction)	

## Master of Laws

	Andrew Clifford Wilkins	Illinois
	Doctor of Pharmacy	
	Clayton Lawrence Bowman	Virginia
	William Edward Dement	District of Columbia
25	Henry Lewis Flemer	District of Columbia
50	Edwin Estess Elycophides	
	Redmond Mayo	Doctor of Veterinary Medicine
100	Lester Gilbert Chase	Maine
	(With distinction)	
	Lindsay Leland Criswell	Indiana
	(With distinction)	
100	Homer Arresta Dennewitz	Ohio
	(With distinction)	
	Laurence Irwin Hines	Nebraska
	(With distinction)	

John Oscar Kelser .....	District of Columbia	
Frank Robert Lanahan .....	District of Columbia	
Louis Lawych .....	District of Columbia	
Adolfo Cabo Ocantos .....	Argentina	
Francis Larnour Oyster .....	District of Columbia	<i>W.A.</i>
Emmett William Price .....	West Virginia	
(With distinction)		
Walter Eugene Seymour .....	Ohio	
(With distinction)		
Francis Henry Weasell .....	Connecticut	
(With distinction)		

## Master of Science

William Augustus Boyle .....	New York	
B.S. in Chem., 1917, George Washington University		
<i>50</i> Theresa Karger .....	District of Columbia	
B.S. in Chem., 1917, George Washington University		
Shojiro Kubashiro .....	Japan	
S.B., 1907, Technical College, Tokio		
William Thomas McGeorge .....	Kansas	
S.B., 1909, University of Kansas		

## Master of Arts

John Norman Clapp .....	New York	
A.B., 1917, Washington Missionary College		<i>20.0</i>
Lula Hansena Ferris .....	New York	
A.B., 1917, Washington Missionary College		
<i>75</i> Marie Ellen Gatchell .....	District of Columbia	<i>2-5</i>
A.B., 1916, George Washington University		
Marie Louise Hercent .....	France	
A.B., 1916, University of California		
Archie Reed Hollinger .....	Pennsylvania	
A.B., 1915, Pennsylvania College		
<i>300</i> Elmer Louis Kayser .....	District of Columbia	
A.B., 1917, George Washington University		
Charles Smull Longacre .....	District of Columbia	<i>71.0</i>
A.B., 1914, Emanuel Missionary College		
Paul Nelson Pearce .....	Michigan	
A.B., 1916, Union College		
<i>50</i> Ruth Vesta Pope .....	District of Columbia	<i>50</i>
A.B., 1913, George Washington University		
Mabel Alida Robey .....	Maryland	<i>W.A.</i>
A.B. and Bachelor's Diploma in Education, 1917, George Washington University		
Christian Martin Sorenson .....	Maryland	
A.B., 1917, Washington Missionary College		
Eleanore Winifred Stanton .....	Rhode Island	
A.B., February, 1918, George Washington University		



## Doctor of Philosophy

- Edwin Franklin Albertsworth ..... District of Columbia  
A.B., 1915; A.M., 1916, George Washington University
- Arthur Challen Baker ..... Virginia  
B.S. in Agr., 1911, University of Toronto
- Wia* Reginald Hunter Colley ..... New Hampshire  
A.B., 1909, Dartmouth College; A.M., 1912, Harvard University
- Charles William Heathcote ..... Pennsylvania  
A.B., 1905; A.M., 1908, Pennsylvania College
- Walton Colcord John ..... Illinois  
A.B., 1914; A.M., 1915, George Washington University
- John Arthur Franklin Pfeiffer ..... Maryland  
M.D., 1908, Baltimore Medical College; A.M., 1916 George Washington University.
- William Carson Ryan, Jr. .... New Jersey  
A.B., 1907, Harvard University

## AT OCTOBER CONVOCATION, 1918

## Bachelor of Arts

- Archibald John Larsen ..... District of Columbia  
Frank Deane Moore - 1924 ..... District of Columbia
- no 500 W.A.* Elizabeth Laura Richardson ..... District of Columbia  
Augusta Freeman Young ..... North Dakota
- Charles Newton Thompson ..... District of Columbia

## Master's Diploma in Education

- John Norman Clapp ..... New York
- Lula Hansena Ferris ..... New York

## Doctor's Diploma

- Walton Concord John ..... Illinois
- William Carson Ryan ..... New Jersey

## Doctor of Medicine

- 100 7th* Gilbert Vernon Hartley ..... District of Columbia
- Francis William Joyce ..... Pennsylvania
- Herbert Hermann Schoenfeld ..... District of Columbia

## Doctor of Dental Surgery

- 300* Joseph Evans Arbeely ..... District of Columbia
- Joseph Alexander Bolko ..... New York
- W.A.* Frederick William Horgan ..... Massachusetts
- Edward Joseph Kearney ..... District of Columbia
- Dean Joseph McCarthy ..... District of Columbia
- Francisco Rustia ..... Philippine Islands
- Milton Stephens ..... Tennessee
- Charles Gregory Sullivan ..... Massachusetts
- Walter Eagan Tracy ..... New Jersey

## Bachelor of Laws

- Edward Curtis Taylor ..... Massachusetts  
S.B., 1914, Massachusetts Institute of Technology

## Mechanical Engineer

- Robert Alexander Haliburton ..... North Carolina

## AT WINTER CONVOCATION, 1919

## HONORARY

## Doctor of Letters

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A.B., 1909, Bridgewater College

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A PRAYER  
BY  
GEORGE WASHINGTON

*Almighty God: We make our earnest prayer that Thou wilt keep the United States in Thy holy protection, that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; and entertain a brotherly affection and love for one another and for their fellow-citizens of the United States at large. And finally that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy and to demean ourselves with that charity, humility and pacific temper of mind which were the characteristics of the Divine Author of our blessed religion and without a humble imitation of whose example in these things we can never hope to be a happy nation. Grant our supplication, we beseech Thee, through Jesus Christ, our Lord. Amen.*

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\*This prayer is used regularly at "The President's Chapel" of the George Washington University, and voices the aspirations of the University for the fulfillment of civic duties and the promotion of national welfare.

VOLUME XVIII.

NUMBER 3

# George Washington University Bulletin

ADDRESS BY

JAMES W. WADSWORTH, Jr., LL.D.

UNITED STATES SENATOR FROM THE  
STATE OF NEW YORK

FEBRUARY 22, 1919



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PRESERVING THE HERITAGE

BY

JAMES W. WADSWORTH, Jr., LL.D.

UNITED STATES SENATOR FROM THE  
STATE OF NEW YORK

CONVOCATION ADDRESS

FEBRUARY 22, 1919





## CONVOCATION ADDRESS

GEORGE WASHINGTON UNIVERSITY

FEBRUARY 22, 1919

More than a century has elapsed since the great Washington passed away, a century replete with stirring events and remarkable for a degree of progress in political and social betterment perhaps never equalled in any preceding century. We can say without boasting that, in many respects, the American people, the political descendants of Washington and his colleagues, have led the way in this march toward better things and have inspired multitudes all over the world to a higher ideal of citizenship and a better conception of liberty. People of foreign lands have great difficulty in understanding how it is that the people of the United States have accomplished so much. And, indeed, there are a great many people in our own country who do not know the truth, or, having known it, have forgotten it. Has this leadership been due to the superior intelligence of our people at the outset, let us say at the end of the eighteenth century? We are proud of our ancestors, but we can hardly claim absolute supremacy for them over all the peoples of Europe of that period. Can it be said that the colonists scattered along the Atlantic coast were more highly cultivated and better versed in the arts, the sciences and literature than the other peoples of their day and generation? It would be difficult to prove such an assertion. Indeed, at that time, there were no universities, very few colleges and but the mere suggestion of a school system in the federation of the colonies. To be sure, our ancestors came from sturdy stocks; they were determined to possess the country for



themselves and their children; they chafed at restrictions imposed upon them from without and, finally, insisted upon being left alone to work out their own salvation. Some of their leaders had a remarkable faculty for expressing the purpose and ideals of those little communities in excellent English, English that could be understood then and can be understood now. But neither the qualities of the race nor its cultivation can account for the wonderful success which finally attended their efforts in establishing a government in which the people should rule.

To a merely casual observer, foreign or American, there would seem to be a mystery underlying this achievement. But to a student of politics and government and, most of all, of human nature, the answer is very plain and there is no mystery about it. The world had seen innumerable attempts on the part of peoples to establish self-government, many had been heralded as constituting the final solution, nearly all of them had failed. Evidently something was wrong in all those attempts, they failed to take account of some eternal truth. Something was faulty in the structure of those ancient governments; the vehicles in which those peoples endeavored to ride were not properly balanced, they toppled over when they encountered obstacles in the road. Did our ancestors model the government which they set up after any of the ancient governments that had fallen? Were the men who gathered at Philadelphia in 1788 content merely to imitate the example of others? Were they confident that the American people could survive under some system of government that had brought disaster to other and older peoples? The story of the Constitutional Convention, the writings of Hamilton and Madison and the advice of Washington indicate very clearly that the men who were responsible for setting up the Government of the United States

realized that Americans were human beings, subject to the same passions, prejudices and weaknesses as other human beings; that if the government which they created did not take into account and provide some protection against those passions and prejudices, the American people would eventually meet with the same disaster that had overtaken other peoples.

And so the "Father of His Country" and his lieutenants set themselves to study, not only history, but the influence of human nature upon governments. And they determined that they would build here in America, a new vehicle, properly balanced in all its parts, each interdependent upon the other, and all so contrived that the people, sitting in the driver's seat, could direct it, but in such a way as to preserve the rights and privileges of every citizen against tyranny, whether that tyranny be attempted by a too-powerful individual or by a too-powerful majority.

The story of Washington at the Battle of Long Island, at the crossing of the Delaware, at Valley Forge and at Yorktown is taught to every child in our schools. His fame as a strategist, as a soldier, as a gallant patriot is secure. But his work was only half done when he accepted the sword of Cornwallis, for then it became incumbent upon him and upon those who labored with him to create a government and a nation. And the fact is, very few young people graduating from our schools realize the tremendous service he rendered to his country and to all mankind in guiding the distracted and quarreling colonists into the path of sanity and persuading them to set up a government which would endure. Had he and his co-workers failed in this effort, the battles of the Revolution would have been fought in vain.



It is unfortunate that complete minutes of the Convention which met at Philadelphia in 1787 were not preserved. The meetings were held behind closed doors, in interesting contrast to the modern theory of "open covenants, openly arrived at." Probably it was necessary to keep the public out, otherwise the representatives of the thirteen colonies might never have been able to adjust their differences. Indeed, upon one occasion the feeling became so bitter that the Convention was upon the point of complete disruption and many of the delegates packed up their things to go home. The diary of Madison and the letters of some of the other delegates tell us something of that critical moment and of the despair which overtook the men who knew the truth about peoples and governments and hoped to teach others the truth. Washington was the presiding officer. When others were excited and bitter, he was calm and wise; when others were weak and despairing, he was strong and brave. He, more than any other man, had won independence for the constituents of the men sitting in front of him. His was the great, quiet figure, loved and trusted, and looked upon as representing the hopes of a people at that moment either to be doomed or realized. Washington held the Convention together and, in so doing, rendered a service easily comparable with his services in the field. The Constitution was written, founded upon the truths of human nature, learned from the experience of struggling peoples down through the ages. It required nearly two years for the jealous colonies, swayed by prejudice and selfishness, to give their consent, but since that day in 1789, when Washington took the oath as first President of the United States, down to this very day, that instrument has survived. And upon it as a foundation, the American people have built a great and glorious structure, dedicated to Ordered Liberty.



I shall not attempt to discuss the Constitution. My hearers are familiar with it and with the principles which it contains. I desire to call your attention merely to this: under it, the individual has been encouraged and permitted to work out his own salvation, so long as he does not injure his fellows in so doing; under it, communities of citizens have been encouraged and permitted to manage their strictly local affairs; and, largely as a result of these guarantees, our people have gone out in succeeding generations and conquered the wilderness, cultivated the prairies, pierced the mountain ranges, built homes for their families, organized communities, built up their local governments and developed, while so doing, that marvelous initiative, self-reliance, independence and energy which are the salient characteristics of Americans. Washington and Madison and Hamilton contrived that the state should be protected against the passions of any group of people, even though that group be, for the moment, in the majority. They contrived that every citizen, rich or poor, should be safe in his life and property from encroachment by his neighbors or even by the government itself. For the first time in the history of the world the citizen was made sacred against any power, religious or political, which might attempt to destroy him; and the courts were created and commanded to see that the covenant was kept. And so, throughout the municipalities, the states and up into the Federal Government itself, the spirit of self-reliant citizenship has exerted itself through all these years, a citizenship educated first in the political affairs of the smaller communities, matured in the governments of the several states and brought to its full fruition in the management of the United States through the instrumentality of the Federal Government. In all these steps and gradations, from the lowest to the highest, the government, local, state and national, has been the



servant of a people content to conform to self-imposed restraints. What a contrast is afforded by this picture and those presented by the governments of the old world, where men seeking freedom, have forgotten those restraints which human weakness needs and where, as a result, democracies have crashed down to destruction; or by those governments of the old world where the citizen, believing that the government can do anything, has freely entrusted to it the regulation of his daily life and has finally become the servant and dependant of government.

Our solution of the problem of self-government is so simple and so human that it can be easily understood by anyone who takes the trouble to read and think. I confess to a very deep concern at the prevalent lack of interest in and understanding of this simple solution. The fact is, we do not teach the meaning of the Constitution of the United States in our schools. We do not tell our young people how that great instrument came to be written and how John Marshall breathed life and strength into it and how it has withstood the most terrific storms and how it is responsible for the success of our "great adventure" in self-government. Not only have we failed to teach our young people, but we have made no effort whatsoever to expound the Constitution of the United States to the swarms of immigrants who have come to our shores. They come here with no conception of the meaning of American liberty. They have a hazy idea that this is a country where they can do anything they like, where no restraints will be placed upon them. Failing to understand the restraints which they encounter, they cry out for a change in our structure of government and a complete abandonment of our political philosophy. Along with the foreign-born, many of the American-born are swept off their feet and join in the cry for change. Most of the agitation is

thoughtless; some of it is malicious. It persists and will continue to persist, with grave danger to the Republic, unless the universities, the colleges and the schools wake up to the danger and impart to their students a true understanding of the Constitution. What greater, what more sacred function can an American school perform than to teach Americanism to the youth of the country, to expound truth and to expose error. Education must be the barrier that shall save us; the educated mind cannot tolerate error.

That the Constitution is being assailed from many quarters cannot be gainsaid. Some of the assaults are delivered in the open, persistently and vociferously, by those who publicly assert their intention to destroy. Some others are launched quietly and furtively by people who assert devotion to the Constitution but who, either through ignorance or deliberate intrigue are proposing measures, one by one, which will pull down the structure. This tendency is displayed in the public press, in the lecture room and in our legislative halls. At times even some of our highest executive officials seem to forget the spirit of the Constitution and to be intent upon launching projects which, if approved, must inevitably destroy the structure they have sworn to support. I refer not so much to those measures which are in open violation of the Constitution, but to those, rather, which run counter to the spirit of our institutions. The growth of paternalism, the ever-increasing cry for paternalistic legislation is the most conspicuous and the most dangerous of these. We meet it upon every hand. Its supporters, many of whom act from the highest motives, are urging paternalism in the name of reform. It is difficult to resist them, because most legislative bodies think only of the present or the immediate future and fail to look far ahead. They give their con-



sideration and support to paternalistic and socialistic measures as they are presented to them, one by one, with little or no thought of the effect of the aggregate of these measures upon the Americans of the next generation. With alarming rapidity, the government is assuming new functions, new obligations and undertaking tasks which, in many instances, can better be performed by the localities or even by the individual citizens themselves. As one measure is piled upon another, the habit grows and the appetite for government assistance is sharpened. To meet the demand, new departments, bureaus and commissions are springing up every year, not only in the government at Washington, but in the government of the several states. The drift toward bureaucracy seems to be well nigh universal in America today. In some respects, we are traveling the road which Germany traveled. To be sure, her form of government was far different from ours and its policies were imposed downward upon her people. But whatever the method, the German people were taught to depend upon the government and obey its orders. Paternalism in Germany resulted in the exaltation of the state and the debasing of the citizen. It will have the same result in America if it is not checked.

Most of the civilized nations of the world, ours included, have been fighting desperately against the German menace. That menace sprang largely from the fact that the paternal, socialistic system in Germany had bound and subdued the German people to its will; had hypnotized and drilled them and had seduced them of their character and their very souls. Shall we tear down that system in Germany, that system which had enslaved seventy millions of people and permit, in our thoughtlessness, the building of the foundations for a like system here in America? We might as well recognize that the stones are being laid;

that, day by day, we are encouraging the belief that, if there is work to be done, the government should do it; if evils arise, we should appoint a commission and clothe it with power; if some one thing goes wrong, everything must be regulated; if money is wanted, there is no bottom in the treasury; if individuals err, all people should be guided, controlled and protected against their own improvidence or intemperance. Read the laws that are being enacted and the discussion that is going on in the press and in our legislative bodies and you will find that an increasing number of people are obsessed with the desire to let the government do it. To them, it seems the easiest way. Incidentally, many fondly believe that they will get something for nothing—a quaint conception which has persisted through the ages.

As the government takes on new functions and stretches out into new fields, it, of course, becomes more and more complex. It acquires that will to power so characteristic of governments. The farther it goes, the more difficult it becomes for the average citizen to observe and understand what is going on. I venture to say that there is not a person in the United States today able to trace the activities of the government and place his finger upon the fountain-head of responsibility for the multitude of official opinions, regulations and orders. Not even the President can know—it is utterly beyond him. This means that the government, instead of being close to the people, is becoming more remote and, therefore, less responsive. The local governments, which should constitute the training schools of citizenship, are gradually surrendering their functions and confiding them to this great machine which is ever hungry for more. The structure grows topheavy, is weakened here and there by dry rot and by its false sense of security. One might not feel very deeply about



this tendency if one did not fear the effect upon the character of the people. For, after all, in every undertaking of life, character is the most important element. If the people of the communities permit themselves to be starved of their initiative, their enterprise and their energy, if civic pride is lowered, if interest lags, the character of the citizen, expressed politically, must deteriorate. If you take away his responsibilities and his obligations and lead him to believe that it is the duty of the Government to do all and to be all, you make him a dependant. Instead of the master of his government, he becomes its subject. Lack of character in the citizens is immediately reflected in their government and the general deterioration grows apace around a vicious circle. Sooner or later some part of the swaying structure gives way, a crash follows, desperation succeeds complacency and some strong man grasps power and builds some new structure, we know not what, upon the ruins of the old.

One might think that I am despondent of the future, but I am not. I am uttering a warning, I am convinced a great battle is on, a battle which must engage the attention of the American people for a generation to come. We stand, as it were, at the forks of the road and the men and women of this generation must decide which way to turn. One way leads to dependency, the undermining of political character, the destruction of the American spirit. The other leads to the shouldering of responsibility, of obligations, to less thinking about our perquisites and more regard for our duties. This latter is an uphill road, as was the road our fathers trod, but it leads to self-respect, to the preservation of character and to real national security. I am confident that the American people will decide to trudge up hill, rather than to coast down hill. My confidence springs from my faith in the power of edu-

cation, from my belief that the good men and women who guide the destinies of our universities, our colleges and our schools will be aroused and will see to it that the citizen of the future studies and understands the Constitution of the United States, is possessed of a discerning mind and a character, moral and political, that will resist and overcome temptation.

To be sure, I hear suggestions already that the Federal Government shall take charge of and guide the educational activities of the country. God spare us from such a calamity! I cannot believe that the teachers of America, when they understand what this would mean, will consent to any such proposal. I am confident that you, Mr. President, and the Trustees of this University, charged with the great work conceived by the "Father of His Country," will resist the suggestion of governmental control. You realize, I am sure, that government is politics and that once politics is injected into education, a horrid blight will settle down upon and oppress thinkers and teachers. Let the states, if they will, have their state universities and their common school systems. There are forty-eight of them and we shall always have forty-eight varieties, an ample field for freedom of research and teaching.

Let the Federal Government keep its hands off; let thought and teaching go uncontrolled by a central authority. Let this great university, and others like it, enjoy freedom and teach the citizens of tomorrow to preserve inviolate the heritage bequeathed to them by your patron saint, the great Washington.



## GEORGE WASHINGTON UNIVERSITY.

The George Washington University is the successor of The Columbian College in the District of Columbia, which was chartered by an act of Congress approved February 9, 1821. In 1873 the name was changed to Columbian University and in 1904 to The George Washington University.

The first Commencement of Columbian College was held on the 15th of December, 1824, with the President of the United States, the Honorable John Quincy Adams, Secretary of State, the Honorable John C. Calhoun, Secretary of War, the Honorable Henry Clay, Speaker of the House of Representatives, and General Lafayette among those present.

Work in the College was confined to the Arts and Sciences until March, 1825, when the Medical Department was established under the conduct of Dr. Thomas Sewall. The Medical Department is thus in the chronological order of establishment the seventeenth medical school in the United States. In 1826 the Law Department was founded with the Honorable William T. Carroll and Mr. Justice Cranch as its professors. A Theological School founded in the same year was soon moved to Newton, Mass., where it now flourishes. On October 1, 1884, the Corcoran Scientific School, now the College of Engineering, was founded. Under Dean Charles Monroe the School of Graduate Studies was organized in 1893. The Dental School had as its nucleus a course of lectures begun in November, 1887. The most recent of the schools of the University, Teachers College, was started as The

Division of Education in 1907. Under the provision, Section 11 of the Act of 1905, there are now two affiliated colleges—The National College of Pharmacy, organized in 1905, and the College of Veterinary Medicine, organized in 1908.

The Administration Building of the University is situated at the corner of Twenty-first and G Streets. Near it are the six buildings occupied by the Department of Arts and Sciences. The Law School is located in the New Masonic Temple, just a square beyond the University Hospital, the Dispensary and the Medical and Dental Schools.

Besides the University Library of 54,000 volumes, the loan collections, and the various laboratories, the facilities for research existing in the various departments and bureaus of the government are accessible to students under the terms of a Joint Resolution of Congress.

In the Department of Arts and Sciences and the Law School, a system of double instruction is maintained, most of the classes given during the forenoon and early afternoon being repeated in the late afternoon between 5:10 and 6:50, for the benefit of students employed in the government service and others.

During the year 1918-19, in addition to the 491 students in the Student Army Training and Naval unit and the 308 Summer School students there was a registration of 2,629 students for the regular session, a net gain of more than 400 students over any preceding session. The Teaching Staff numbers 254.



# GEORGE WASHINGTON UNIVERSITY

CHARTERED BY CONGRESS, 1821

WILLIAM MILLER COLLIER, LL.D., President

## CO-EDUCATIONAL

DEPARTMENT OF ARTS AND SCIENCES

SCHOOL OF GRADUATE STUDIES

COLUMBIAN COLLEGE

COLLEGE OF ENGINEERING

TEACHERS COLLEGE

DEPARTMENT OF MEDICINE

MEDICAL SCHOOL

DENTAL SCHOOL

LAW SCHOOL

CATALOGUES AND OTHER INFORMATION

The Recorder, 2023 G Street, Washington, D. C.

VOLUME XVIII

NUMBER 4

# George Washington University Bulletin

FALL CONVOCATION PROGRAMME  
AND  
MEDICAL DEPARTMENT INFORMATION



NOVEMBER, 1919

PUBLISHED BY THE UNIVERSITY  
WASHINGTON, D. C.

MONTHLY DURING THE UNIVERSITY YEAR.  
OCTOBER TO MAY INCLUSIVE, EIGHT TIMES A YEAR.

Entered October 6, 1904, at Washington, D. C.  
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## NOTICE

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With this number the Bulletin commences to be issued monthly during the University Year, October to May, both inclusive, eight times a year.

This number contains the programme of the Fall Convocation in the Masonic Temple, 13th Street and New York Avenue, Thursday, October twenty-third, at 4.30 p. m.

It also contains much information of *permanent value* to the friends of the University with regard to the attendance and the activities of the University in general, but with special reference to the Medical, Dental and Pharmacy Schools, The University Hospital, and The Nurses Training School.

In addition we have printed in this edition the Prayer of George Washington for the United States, an extract from George Washington's will, a brief sketch of the history of the University, a list of its Trustees, of its University Councilors, and its Administrative Staff.

# FALL CONVOCATION

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## Order of Exercises

*March*

*Overture*

*Prayer* The Reverend Roland Cotton Smith, A. M., D. D.  
Rector of St. John's Church, Lafayette Square

*Address* The Honorable Miles Poindexter  
United States Senator from Washington

*Music*

PRESENTATION BY DEAN WILBUR OF CANDIDATE  
FOR DEGREE IN COLUMBIAN COLLEGE

*Bachelor of Science in Medicine*

Tomas Cajigas, Porto Rico  
M. D., 1918, George Washington University

PRESENTATION BY DEAN RUEDIGER OF CANDIDATES  
FOR DEGREES IN TEACHER'S COLLEGE

*Bachelor of Arts*

Alexander Mathias Bellony

*Master's Diploma in Education*

Marquis Lafayette Lennon, Tennessee  
A. B., 1912, Union University  
A. M., 1918, George Washington University

Mabel Alida Robey, Maryland

A. B., Bachelor Diploma in Education, 1917  
A. M., 1918, George Washington University

PRESENTATION BY DEAN FERSON OF CANDIDATES  
FOR DEGREES IN THE LAW SCHOOL

*Bachelor of Laws*

Arthur Chester Brody, New York

Letcher Benjamin Connell, Tennessee

Herbert Watson Cornell, Colorado  
A. B., 1908, University of Colorado

John Aaron Fray, California  
A. B., 1909, Missouri Valley College

Karl Benjamin Friedland, Utah

*Master of Laws*

Edward George Bremer, Minnesota



object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a University in a central part of the United States to which the youth of fortune and talents from all parts thereof might be sent for the completion of their education in all the branches of polite literature in arts and sciences—in acquiring knowledge in the principles of Politics and good Government and (as a matter of infinite importance in my judgment) by associating with each other and forming friendships in Juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned and which when carried to excess are never failing sources of disquietude to the Public mind and pregnant of mischievous consequences to this country:—under these impressions so fully dilated,—

"ITEM—I give and bequeath in perpetuity the fifty shares which I hold in the Potomac Company (under the aforesaid Acts of the Legislature of Virginia) towards the endowment of a University to be established within the limits of the District of Columbia, \* \* \*"

Washington's legacy never became effective. Congress, because of varying opinions as to the functions of the national government in matters of education, never acted; and in time the Potomac canal shares themselves became valueless.

The George Washington University seeks, however, to accomplish the ends which were in the mind of the great Washington and to attain that goal which the late Mr. Justice Brewer of the United States Supreme Court, long a Professor in the Law School, so glowingly portrayed in an address at the first Mid-Winter Convocation:

*"On this birthday of the Father of His Country I leave with you this thought: George Washington, the testator; the people of the United States, the Executors; the bequest, a University; its domicile, the District of Columbia; its field of toil, the Republic; the reach of its ever-increasing influence and glory, the boundaries of space and time."*

## A SHORT HISTORY OF THE GEORGE WASHINGTON UNIVERSITY

The George Washington University was chartered by Act of Congress February 1, 1821, as the Columbian College in the District of Columbia. The opening of the college took place on January 15, 1822, with an attendance of thirty-nine students. There were at an early date four departments—preparatory, theological, collegiate and law. The theological department was later removed to Newton, Mass., where it now flourishes; and the preparatory branch was abandoned after the building of the local high schools.

The first commencement of Columbian College was held on December 15, 1824. James Monroe, then President of the United States; John Quincy Adams, Secretary of State; John C. Calhoun, Secretary of War; Henry Clay, Speaker of the House of Representatives, and Gen. Lafayette, then visiting the United States, were among the

guests of honor. Postmaster General Meigs was also present as a trustee of the college. A formal address of welcome to Lafayette was made by the President of the College. The records state that "at the conclusion of the commencement exercises these gentlemen dined with the President of the College at his home."

The original campus was a large tract of land near the present Meridian Park, 16th St. and Euclid Ave., opposite the houses now occupied by the Spanish and French Embassies. This tract of land was sold a few years after the Civil War because it was considered "too far out of town," and "because the city would never grow in that direction."

The Medical School was started on March 30, 1825, under the conduct of Dr. Thomas Sewall, as the National Medical College, and was the seventeenth medical school to be opened in the United States. The original faculty consisted of six professors, and the course covered two years of five months each. The present medical building was first used in 1902, and the hospital in 1903. Night classes were abolished in 1908.

At the outbreak of the Civil War the number of students in attendance was greater than at any previous period, but most of them soon left, principally for the South, and shortly afterward the College buildings were occupied by the government for hospital purposes. The College exercises, however, were not suspended. Two years after the Civil War the College had twenty-six instructors and a student body of four hundred and thirty-nine, the largest in its history up to that time.

The Law School had been established originally in 1826, by Hon. Wm. T. Carroll and Mr. Justice Cranch, but was discontinued shortly afterward on account of financial embarrassments, and was not revived until 1865. It is a charter member of the American Association of Law Schools, which consists of forty-six of the most progressive institutions for legal training in the United States. It maintains the highest entrance requirements of any law school in the District of Columbia.

In March, 1874, the name of Columbian College was changed to Columbian University. It was in the year previous that it had sold its properties on College Hill and had taken up a new position on H Street between 13th and 14th.

An engineering department was added to the University in 1884 with the establishment of the Corcoran Scientific School. In 1904, with the reorganization of the University, the engineering department became an integral part of the Department of Arts and Sciences and is now called the College of Engineering.

Under Dean Charles Munroe, the School of Graduate Studies was organized in 1893.

The National College of Pharmacy, organized in 1905, was affiliated with the University until the outbreak of the war in 1917. It has now been revived as a part of the Department of Medicine and Dentistry.

The Dental School was founded in 1887 in connection with the Medical School and was housed in the same building.



On September 1, 1904, the name of the institution was changed to The George Washington University.

The Teachers College was founded in 1907 and made a unit of the Department of Arts and Sciences, originally as the Division of Education.

Further financial difficulties in 1910 forced the sale of the properties at 15th and H Streets, and the Law School took up its abode in the Masonic Temple, where it now is. The Medical and Dental Departments remained where they were. The Colleges of the Department of Arts and Science, after a short stay elsewhere, finally took their present location on G Street between 20th and 21st Streets in 1912. This property was at first rented, but was bought in 1913, and the holdings of the University in that locality have been extended from time to time.

All during the history of the University the registration has been steadily growing. It has almost doubled in the last two years. The total enrollment for the present year including Summer Schools will be over 4,100.

The financial struggles of our Alma Mater are too varied to enter into here. They have been long and difficult to overcome. The University for many years has paid its own way from students' fees. It has scarcely any endowment. It is unfortunate that, surrounded with advantages as we are, we have not had an endowment of sufficient size to enable us to improve our opportunities, for as President Harper of the University of Chicago is reported to have said, \$1,000,000 would do more for George Washington University than \$5,000,000 given to an institution located elsewhere.

The successive Presidents of the College and University have been: Rev. William Staughton, D. D., 1821-27; Rev. Stephen Chapin, D. D., 1828-41; Rev. Joel Smith Bacon, D. D., 1843-54; Rev. Joseph Getchell Binney, D. D., 1855-58; Rev. George Whitefield Samson, D. D., 1859-71; James Clark Welling, LL. D., 1871-94; Rev. Samuel H. Greene, D. D. (now pastor of Calvary Baptist Church, Washington), *ad interim*, 1894-95; Rev. B. L. Whitman, D. D. (ex-president of Colby College, Maine), 1895-1900; Rev. Samuel H. Greene, D. D., *ad interim*, a second time, 1900-02; Charles W. Needham, LL. D., 1902-10; Rear Admiral Charles Herbert Stockton, LL. D., U. S. N., retired, 1910-18; William Miller Collier, A. M., LL. D., former American Minister to Spain, who was elected President of the University in December, 1917, and assumed office September 1, 1918.

Mr. William W. Corcoran, founder of the Corcoran Art Gallery in Washington, was a great benefactor of the University. From 1869 until his death in 1888, he was president of the board of trustees.

John Quincy Adams was the chief financial supporter of the original Columbian College, at one time loaning it \$20,000 and relinquishing \$7,000 of this as a gift.

The present ADMINISTRATIVE OFFICERS of the University are:  
William Miller Collier, A. M., LL. D., President  
Elmer Louis Kayser, A. M., Secretary  
Charles Wendell Holmes, Treasurer.

*Department of Arts and Sciences*

Howard Lincoln Hodgkins, Ph.D., Dean

Lula Elizabeth Conner, A. B., Recorder

*Columbian College*

William Allen Wilbur, A. M., Litt.D., Dean

*College of Engineering*

Howard Lincoln Hodgkins, Ph.D., Dean

*Teachers College*

William Carl Ruediger, Ph.D., Dean

*School of Graduate Studies*

George Neely Henning, A. M., Litt.D., Acting Dean

*Department of Medicine and Dentistry*

William Cline Borden, M. D., Dean

Oscar Benwood Hunter, A. B., M. D., Assistant Dean

*Medical School*

William Cline Borden, M. D., Dean

*Dental School*

Carl Joseph Mess, D. D. S., Dean

*Pharmacy School*

Henry E. Kalusowski, Phar. D., Dean

*Late School*

Merton Leroy Ferson, A. M., LL. M., Dean

William Cabell Van Vleck, A. B., LL. B., Secretary

*University Library*

Aired Frederick William Schmidt, A. M., Librarian

*Buildings and Grounds*

Elmer Schatz, Superintendent

The present BOARD OF TRUSTEES is composed of:

WILLIAM MILLER COLLIER, A. M., LL. D.,

*President of the University*

1920

\*JOHN JOY EDSON, LL. B., 1324 Sixteenth Street

WILLIAM JAMES FLATHER, Riggs National Bank

\*JOHN B. LARNER, LL. B., LL. D., Washington Loan and Trust Bldg.

ABRAM LISNER, A. M., 1723 Massachusetts Avenue

HENRY BROWN FLOYD MACFARLAND, 1430 New York Avenue

WALTER RUPERT TUCKERMAN, A. B., LL. B., 816 Connecticut Avenue

HENRY WHITE, LL. D., 1229 Nineteenth Street



1921

\*JOHN T. DOYLE, LL. M., M. Dip., D. C. L., Civil Service Commission  
 GEORGE FLEMING MOORE, Sixteenth and S Streets  
 GILBERT HOVEY GROSVENOR, A. M., 1328 Eighteenth Street  
 \*HARRY CASSELL DAVIS, A. M., L. H. D., 1929 Eighteenth Street  
 HENRY CLEVELAND PERKINS, 1701 Connecticut Avenue  
 MAXWELL VAN ZANDT WOODHULL, A. M., 2033 G Street  
 JOHN BARTON PAYNE, LL. D., 1601 I Street

1922

ARCHIBALD HOPKINS, A. M., LL. B., 1826 Massachusetts Avenue  
 THOMAS SNELL HOPKINS, LL. B., Hibbs Building  
 \*WILLIAM BRUCE KING, A. M., LL. M., 1822 Wyoming Avenue  
 MARTIN AUGUSTINE KNAPP, A. M., LL. D., Southern Building  
 CHARLES CARROLL GLOVER, JR., M. A., LL. B., 737 Fifteenth Street  
 THOMAS NOTLEY McLAUGHLIN, M. D., 1736 Connecticut Avenue  
 \*ERNEST LAWTON THURSTON, C. E., 1414 Madison Street

\*Nominated by the Alumni.

A "UNIVERSITY COUNCIL" has been created during the past year. Its members are:

Isabel Anderson, Litt. D.  
 (Mrs. Larz Anderson)  
 Mr. Frederic Atherton  
 Joseph S. Auerbach, Litt. D.  
 Hon. Perry Belmont, A. B., LL. B.  
 Rev. Douglas P. Birnie, D. D.  
 Mabel T. Boardman, LL. D.  
 Rear Admiral Willard Brownson, U. S. N.  
 Hon. Theodore E. Burton, LL. D.  
 Mr. Charles I. Corby  
 Mr. William P. Eno  
 Mr. Edward H. Everett  
 Mrs. Gibson Fahnestock  
 Mrs. Charles M. Ffoulke  
 Mrs. James Carroll Frazer  
 Mr. Louis Hertle  
 Hon. Frank H. Hitchcock, A. B., LL. M.  
 Mrs. Archibald Hopkins  
 Mrs. Julian James  
 Mr. F. M. Kirby  
 Rev. James S. Lemon, Ph. D.  
 Mr. James Parmelee  
 Hon. John Barton Payne, LL. D.  
 Mr. William M. Ritter  
 Mr. Albert Ruddock  
 Rev. Canon J. Townsend Russell  
 Mrs. Matthew T. Scott  
 Miss Nellie P. Sedgley  
 Miss Mary A. Sharpe

Mary B. Temple, A. B.  
 Hon. James W. Wadsworth, Jr., LL. D.  
 Dr. William S. Washburn  
 Mr. George W. White  
 Mr. Morris Williams  
 Rev. Charles Wood, D. D.  
 Miss Woodhull  
 The President of the University, Chairman *ex officio*.  
 The Secretary of the University, *Secretary ex officio*.

## INFORMATION AS TO TEACHING STAFF AND STUDENT ENROLLMENT

GENERAL SUMMARY FOR 1918-19.

### TEACHING STAFF

In many instances members of the Teaching Staff only give part time to the University:

Professors .....	78
Associate Professors .....	30
Associates .....	17
Assistant Professors .....	21
Lecturers and Instructors.....	63
Assistants and Demonstrators.....	45
Total .....	254



# STUDENTS REGISTERED IN THE UNIVERSITY DURING 1918-19

## *Department of Arts and Sciences.*

School of Graduate Studies.....	123	
Columbian College .....	1288	
College of Engineering.....	385	
Teachers College .....	214	2010

## *Professional Schools.*

Medical School .....	109	
Dental School .....	125	
Law School .....	425	659

Total .....		2669
Duplicates .....		40

Net total of Civilian Students..... 2629  
In addition to the above 2629 there were:

## Student Army Training Corps:

Department of Arts and Sciences.....	237	
Medical School .....	75	
Dental School .....	65	
Law School .....	64	441

## Naval Unit:

Department of Arts and Sciences.....	40	
Medical School .....	3	
Dental School .....	7	50
Total of Military Students.....		491

## Summer School (June-August, 1918):

Arts and Sciences.....	308	
Law .....	79	387
Total Summer School.....		

Grand total enrollment between the Commencement of  
June, 1918, and that of June, 1919..... 3507

Note: Of the Military Students and the Summer  
School Students it is estimated that about one-  
half were enrolled in the regular year courses.  
Deduct, therefore, these estimated duplicates..... 479

Number of persons enrolled during the year..... 3028  
This number exceeded by about 700 that of any  
previous year in the University's history.

## ENROLLMENT FOR 1919-20

The enrollment for the new university year, 1919-20, which began with the opening of the Summer Schools in June, 1919, immediately after the Annual Commencement, is as follows:—

Summer School, Arts and Sciences . . . . .	460	
Summer School, Law . . . . .	207	
Total Summer Schools . . . . .		667

Note:—This exceeds the previous year, Summer Schools, by 280. It is confidently expected that next year's Summer Schools will have an enrollment of at least 800.

Enrollment in the yearly courses which began with the re-opening of the University on September 24th, 1919, has been as follows:—

### Arts and Sciences:

Columbian College . . . . .	1459	
College of Engineering . . . . .	450	
The Graduate School . . . . .	130	
The Teacher's College . . . . .	259	
Total Arts and Sciences . . . . .		2298
Medical School . . . . .	117	
Dental School . . . . .	71	
Pharmacy School . . . . .	10	
Nurses Training School . . . . .	30	
Total for Medical Dept. including nurses . . . . .		228
Law School . . . . .		627
Total, exclusive of Summer Schools . . . . .		3153
Grand total of Students enrolled since the last Commencement, (June 18, 1919), including Summer Schools of June—August, 1919 . . . . .		3820



It will thus be seen that the enrollment in the yearly courses already exceeds the total civilian enrollment of last year by over five hundred. Yet under the University's system of instruction, which makes it possible for persons to enter at the second semester (February 2), about five hundred entered last year at that date. While the number of entrants last February was unusually large, owing to the close of the war and the return of many soldier students, and while the University urges students to enter at the beginning of the year rather than at the second semester, it is confidently believed that at least three hundred more students will enroll before the close of the year, which will bring the gross registration including the Summer Schools of the past summer to more than 4,100, or nearly double that of the year 1917-18, two years ago.

#### *Need of New Buildings.*

The constant growth in attendance necessitates additional buildings and equipment. Every class room is filled to its capacity and yet there is not room. The University has been obliged to avail itself of the kindness of the Concordia Church, situated at 20th and G Streets, a few feet from our Arts and Science Building. It has consented to our use of its Sunday-school room for this year. Here one class of four hundred of our students regularly meets for one recitation.

Our freshman law class numbers over two hundred. The entire school has over six hundred. It is found necessary to send about one hundred and twenty-five law students to the near-by building of the Medical School in order to secure class room space.

Our Chemical Laboratory has had additional lockers installed to the extreme limit of its capacity. It is crowded. We are now obliged to decline to accept more students in that subject. Fortunately, we are in a position where we can select the best.

#### *Additions to Teaching Staff.*

The classes in many subjects of popular interest are very large. In Spanish we have about four hundred. Pursuant to our policy to have small sections for efficient teaching, we have had to employ many new instructors. In this and other subjects we have added to our teaching force about twenty persons since the year opened less than a month ago.

WM. MILLER COLLIER,  
*President.*

## THE GEORGE WASHINGTON UNIVERSITY DEPARTMENT OF MEDICINE AND DENTISTRY

**THE MEDICAL SCHOOL.** *Historical.* The Medical School is now in its ninety-fourth year, having been opened in March, 1823. It is the seventeenth medical teaching institution in the United States in chronological order of establishment and has given degrees to 1,460 graduates in Medicine.

Like many other medical schools in this country, it was first independent. Later it was loosely affiliated with the Columbian University and finally became an integral part of that Institution, sometime before the University, by virtue of the act of Congress approved January 23, 1904, changed its name to The George Washington University.

In 1898, in order to increase the facilities for clinical teaching, a University Hospital and University Dispensary were established.

For many years the school had late afternoon and evening sessions, but in 1908 the University directed that all such classes be discontinued and that day sessions only should be held. This was the first step toward modernizing the school.

In 1902, the old Medical Building in which the teaching had been conducted since 1887, was replaced by the larger and more commodious structure which the school now occupies located at 1335 H Street, about one block and a half east of The Shoreham Hotel. In 1903 an addition materially enlarging the hospital was opened.

In 1909, new ordinances were adopted by which the school, the hospital and the dispensary were completely amalgamated according to the most approved ideas for medical teaching.

The Department of Medicine of the University thus became a complete medical educational unit consisting of a Medical School, a University Hospital and a University Dispensary. The Hospital and Dispensary came under the same management as the School and the clinical teachers in the School took charge of the clinics in the Hospital and Dispensary so that the work in School, Hospital and Dispensary was completely correlated.

In 1910 appeared the epoch-making classification of Medical Colleges by the Council on Education of the American Medical Association.

The reorganization and betterment of the Medical School was recognized by the Council and the school was classed "A"—(the highest classification) a standing which it has since maintained.

The effect of higher standards in the school was shown by a marked decrease in matriculants for, while in 1908 there had been thirty-two freshmen, only thirteen registered in 1909. The improvement in the school soon evidenced itself. In 1910, the freshman class numbered twenty-five; in 1911, twenty-nine; in 1912, forty-six, and in 1913, seventy-six. In 1914, the premedical entrance requirement was raised to one year of specified college work and to meet this, a premedical course had, by advice of the Medical School, been instituted in the Department of Arts and Sciences (Columbian College) of the University.



The raising of entrance standard, as was expected, caused a drop in first year students, twenty-two being matriculated in 1914. In three years this number had increased to forty-two, when to meet the demands of the American Medical Association the entrance requirements were raised to two years of college work and in 1918, the number of freshmen dropped to twenty-three. The number in the present session 1919-20, is twenty-five and the total number of medical students is one hundred and seventeen, against ninety-seven in 1918-19, a gain of twenty.

Including its reorganization in 1909, the school has gone through three elevations of entrance standard. With each, the matriculants have been decreased only to gradually increase in number. As no further advance in premedical requirement is contemplated by the American Medical Association, the acute oscillations due to change of these requirements will not occur in the future and the Medical School, if adequately maintained, will soon reach a normal, and that normal undoubtedly will be the full number which the school can accommodate.

#### *Standing of Graduates Before State Boards.*

A graduate in medicine cannot practice in any state in the United States until he has passed an examination before a State Medical Examining Board. Unless a school qualifies its graduates for these boards, it is not educationally efficient. The percentage of successes and failures of candidates from any medical school in State Board Examinations is therefore indicative of the educational efficiency of the school. The standing of graduates of the George Washington University Medical School before State Boards compares favorably with that of other medical schools.

A comparison of percentage of failures before State Boards of graduates of certain medical schools, compiled from official records and published in *The Journal of the American Medical Association*, covering five years up to December 31, 1918, shows:

	Failures.
George Washington University .....	6.8%
Columbia University (P. & S.) of N. Y.....	10.5%
Harvard University Medical School.....	6.8%
Johns Hopkins University .....	4.9%
University of Pennsylvania .....	5.3%
University of Buffalo .....	11.8%
Medical College of Virginia .....	12.8%

Comparing George Washington with Columbia, Harvard, Johns Hopkins and the University of Pennsylvania, is sufficiently severe; yet its students for the five years have been as successful before state boards as those of Harvard, show only 1.9 per cent more failures than those of Johns Hopkins and 1.5 per cent more than the University of Pennsylvania.

In considering this showing, due consideration should be given to the fact that the two institutions whose records are slightly better than ours are heavily endowed and spend annually thousands of dollars above the amount collected as student fees.

With schools with which George Washington might be held more properly to compare, such as the University of Buffalo and the Medical College of Virginia, George Washington compares most favorably. Moreover, the schools that have been mentioned stand amongst the highest; for the average percentage of failures for all the medical schools of the country for the period named was 15.9 per cent.

#### EDUCATIONAL POSITION OF THE MEDICAL SCHOOL.

In educational recognition, the University Medical School ranks with the best in the United States.

By virtue of being in Class "A," as established by the Council on Education of the American Medical Association, the school's graduates are eligible for admission to examination for license to practice in all states of the Union and are eligible for all government examinations including those for appointment to the Army, the Navy and the Public Health Service. Graduates from Class "B" and Class "C" schools are barred from many states and admission to many other examinations; consequently as the University Medical School is a Class "A" school, its graduates have all possible medical opportunities open to them.

In addition to its standing in this country, the Medical School is accredited by the Combined Royal Medical Examining Boards in England. There are but nineteen of the eighty-six medical schools in the United States which have the distinction of such recognition. The holders of degrees from other schools can receive no recognition anywhere in the United Kingdom.

A graduate of the University Medical School, upon presenting his diploma, can be admitted to the fifth year in any medical school in England and upon the completion of it and upon taking the final examinations, can be registered to practice anywhere in the British possessions. This is the fullest recognition that can be given an American school, as the English requirement demands five years of medical school work while the American requirement is but four.

Students and graduates from schools not accredited in England may be admitted to work in clinics and do other post-graduate work in England but can get no official "credit;" while students and graduates from the few schools in this country recognized by the Royal Medical Examining Board are eligible for "credit," "certification for work" and graduation from those special schools which give degrees—such, for instance, as the London School of Tropical Medicine. This favorable recognition of graduates from the schools accredited in England extends also to the Continent of Europe, since recognition in England is the basis for recognition in Continental countries. The recognition of the University Medical School by the British Medical authorities is, therefore, of great benefit to those of its graduates who desire to study abroad. The George Washington University Medical School is the only school in the District of Columbia and the only one in the United States south of Johns Hopkins University recognized by the Royal Medical Examining Boards.



MEDICAL INSTRUCTION. Medicine from being largely empiric, is now largely scientific. The method of imparting medical knowledge by means of lectures is of the past. The Medical School of today is a science school. Trained full-time teachers and fully equipped laboratories are required in the studies of the first two years. Adequately equipped hospitals and dispensaries are required in the last two years. Efficient trained teachers in science cannot be obtained for non-living salaries, nor can adequate laboratory supplies be had except at considerable cost. *The time is past when a medical school can be maintained upon students' fees.*

#### THE UNIVERSITY HOSPITAL.

The University Hospital is located at 1339 H Street. It has a capacity of 105 beds. Its clinical capacity is 50 beds. Its maintenance in the past depended upon the small revenue derived from \$1.00 a day patients, paid for by appropriation from Congress and the larger revenue from pay patients in private rooms. With great economy these revenues sufficed to meet expenses until the coming of high war prices for labor (janitors, orderlies, maids, cooks, etc.) and medical and surgical supplies.

In the final year of the war, the cost of supplies became almost prohibitive and on account of high wages elsewhere, it was difficult and finally impossible to obtain the necessary labor. The Administrative personnel, by reason of war demands, was almost all taken from the hospital until finally only the Superintendent of Nurses and one recently graduated assistant were left.

The inevitable and unavoidable result was deterioration in equipment and conduct of the hospital. As a final blow, the influenza epidemic came; over twenty nurses were stricken and the Superintendent died. Opportunity must here be taken to give full credit to the nurses in training for their devotion to their work during that trying time. With fifty per cent of them ill and the Superintendent dying, not one left the hospital or resigned.

Fortunately the epidemic marked the bottom-most point of calamity, for with its subsidence, came the end of the war. It became possible to secure labor and an adequate force of orderlies, janitors, maids and cooks was employed. The releasing of trained nurses from military service made it possible to secure trained graduates in administrative positions and the hospital now has a capable and efficient administrative staff; and the deterioration in equipment has been made up. The present Superintendent of Nurses, the Operating Room nurse and the Anaesthetist are all from the famous clinic of the Doctors Mayo at Rochester, Minn.

#### THE TRAINING SCHOOL FOR NURSES.

The Training School for nurses in the University Hospital was established in 1903. Since then, it has graduated about 200 trained nurses. A register of graduate nurses is kept in the hospital office, from which private persons may obtain nurses if desired. There are now thirty student nurses in training.

The nurses were housed in hired quarters until 1913. In that year a good dwelling was purchased at a cost of \$12,000 and later an adjoining building was purchased for \$8,000. These were thrown into one and now comprise the Nurses' Home, which is situated at the corner of 13th and L Streets.

With the increased requirements of medical teaching, advance in teaching and training of nurses has gone hand in hand. To obtain recognition, a nurse must be graduated from an accredited hospital. Such a hospital must have the requisite equipment and must have a specified number of graduate nurses upon its teaching staff. Instead of a Superintendent of Nurses and one graduate assistant, the University Hospital is required to have and has, a Superintendent and an Assistant Superintendent of Nurses, a Night Supervisor, an Instructress, an Operating Room Nurse, an Anaesthetist and a Dietitian. An obstetric nurse also could well be used and will be required in the near future. With such a directing personnel and necessary equipment comes inevitably increased cost of maintenance.

### THE DENTAL SCHOOL.

The Dental School was organized in the University in 1887 and has been conducted since that time in the Medical and Dental Building. There have been 398 graduates from this school since its establishment. The school was conducted as an afternoon and evening school up to 1918 when advances in dental requirements and education made it necessary that the school should be made into a full day school and the curriculum which had previously been three years, extended to four years.

In view of this necessity, the school was completely reorganized and was operated during the session of 1918-19 on the new basis, with greatly increased laboratory facilities and an enlarged and carefully selected faculty. The standing of the school before State Dental Examining Boards up to the time of reorganization had not been up to the standard which the University desired. The result of the new system was immediately evident in that not one of the members of the class of 1919 failed before the District of Columbia Board for the examination of dentists and there was but one failure in boards outside the District. This compares most favorably with the standing of any of the highest grade dental schools in the United States. The Dental Educational Council of America inspected the school after its reorganization and gave it a class "B" rating, but it is believed that the school may soon be brought to such efficiency that the Council will raise its grade to "A." There are now seventy-nine students enrolled in the Dental School.

The situation in the dental school is parallel with that in the medical school. The old time methods of instruction are giving way to modern adequate scientific teaching. Men of highest grade must be employed as teachers and laboratory equipment must be adequate or a dental school can nowhere be maintained. It naturally follows as with a medical school that a dental school cannot be maintained upon student fees. Yet up to this time these schools in The George Washington University have had barely any other source of revenue. Neither the University nor the Community can afford to have this situation continue.



## THE MEDICAL AND DENTAL SITUATION IN THE UNITED STATES.

The year 1904 marked high water in the number of medical schools in the United States, of which there were then 160. With few exceptions, these schools had a very low premedical educational requirement for matriculation. The majority of them depended entirely upon student fees for their maintenance. A large percentage of them were entirely inefficient.

The situation in medical education was recognized as being very bad and the American Medical Association took steps to improve it. It formed a Council on Medical Education which spent five years in inspecting the schools and acquainting itself with the general condition of medical education in the country. At the end of that time, it published its results and a classification of medical schools according to their efficiency. This action of the American Medical Association had a very pronounced effect in that the number of medical schools rapidly decreased and the Class "A" schools which remained raised their requirements for admission, first to a strictly enforced high school education and then to a year of college work, in addition. Now four years of high school and two years of college work are required.

This elevation of entrance requirements and other standards had such an effect that many of the weak medical schools went out of existence. From 160 in 1904 the number was reduced to 85 in 1919 and of these but 68 were class "A" institutions. During this period of increased requirements and decreased numbers, the George Washington University Medical School maintained its existence and its class "A" rating.

## SPECIAL ADVANTAGES FOR MEDICAL EDUCATION IN THE CITY OF WASHINGTON.

The City of Washington now covers the District of Columbia and is rapidly approaching the half million mark in population. It is therefore sufficiently large to furnish abundant material for clinical study. In the Government Hospital for the Insane the opportunity for the study of insanity and other nervous disorders is unsurpassed, if equalled, in this country.

The Library of the Surgeon General is the largest general medical library in the world.

The Congressional Library is an unequalled collection of works on all scientific and general subjects.

Workers from other cities find it necessary to undergo the trouble and expense of travel in order to consult necessary references in these libraries, but to the teachers and research workers in Washington, their great resources are easily and readily accessible. The Army Medical Museum is of the greatest value to medical students and teachers. The Medical Schools of the Army and Navy are also here and lend their stimulating influence.

Prominent men from these schools are often available for teaching in the University Medical School. Such men of the service, noted in medicine, as Reed and Carroll, the discoverers of the method of transmission of yellow fever; Russell, noted for advanced methods of typhoid prevention; Stitt, an authority on tropical diseases; DeSchwenitz, in chemistry; and Franz, in experimental psychiatry, are teaching or have taught in the School. The influence of such teachers is an asset of great value.

In the Departments in Washington are gathered a great body of science experts, workers and technicians—bacteriologists, pathologists, chemists, embryologists, anatomists and hygienists. A medical school with research laboratories and subsidiary teaching could do much with and for these workers in the government laboratories.

These advantages for medical education, both undergraduate and graduate, are unique to Washington; but in addition to these, Washington is the capital and growing capital of the United States. It has a broad and cosmopolitan atmosphere, particularly beneficial to students preparing for an advancing and broadening profession. The capital of the United States should have a medical teaching and research institution of the highest order. If the city is without such an institution the deprivation might well be considered not only a local but a great national loss.

#### BENEFIT OF THE MEDICAL SCHOOL TO THE COMMUNITY—EDUCATIONAL.

The presence of an efficient medical school and teaching hospital has many benefits to the community in which such institutions are located. These benefits while not usually fully appreciated are direct and are exerted in many ways.

-- The influence of such teaching institutions raises the general professional attainments of the local medical profession, insures the best of health protection and professional care for individuals, elevates the general educational standing of the community and is a financial benefit.

It is well known that the highest average of medical and surgical skill obtains in those cities in which efficient medical schools are located. One has but to mention Boston, Philadelphia and Baltimore to evidence this. The influence of a good medical school and hospital is felt throughout the city where it is located. No city having such institutions would consider it other than a calamity to be deprived of them. The elevation of professional standards which works for the good of the community is not confined to the medical men attached to the school but by contact and competition extends to all members of the profession. However well grounded in medicine graduates may be, if they go to a city where there is no medical teaching they lose the stimulus which comes from a teaching institution. Men upon graduation are still in the formative stage. Education in medicine lasts through the life of every practitioner. Those profit most who are in a medical educational atmosphere. The community served by such men is the gainer.



Dr. Welch of Johns Hopkins has ably pointed out that no hospital fulfills all its function and obligations to the public unless it (a) cares for the sick, (b) helps to educate men who are to care for the sick, and (c) aids to advance medical knowledge. Only hospitals attached to medical schools can properly and fully meet all these requirements. As evidence of this the Johns Hopkins Hospital in Baltimore, the Lakeside Hospital in Cleveland and the Peter Brent Brigham Hospital in Boston may be cited. The celebrated Mayo Clinic in Rochester, Minnesota, so felt the desirability of teaching affiliation, that it gave the University of Minnesota a large endowment in order to be connected with it. The value to a city of having an adequate medical school and teaching hospital located in it cannot be overestimated.

#### FINANCIAL BENEFIT TO THE COMMUNITY.

Not only does a city benefit in the ways above mentioned, but there is pecuniary benefit as well. The amount of this value like the professional and educational value of a medical school is seldom considered.

During the past five years the George Washington University Medical School has had an average yearly attendance of 135 students, 92 non-resident and 43 resident. A canvass has been made to determine the amount of money expended by out-of-town students in attendance. The average expenditure per student is \$800.00 plus \$180.25 for tuition; total, \$980.25.

From a business standpoint each student is simply a money distributor. A non-resident student receives money made elsewhere and spends it in the city where he is being educated. With 92 non-resident students, this means bringing \$90,183.00 into the city annually. If the 43 resident students were educated elsewhere it would mean the taking from the city of \$42,050.75—this plus the \$90,183.00 brought in gives for the school a total annual money circulating value of \$132,233.75. The money circulating value of the University Dental School is approximately two-thirds as much, making the total for both schools at least \$225,000.00 annually.

Considering the professional betterment, the needs which a teaching hospital subserves, the educational advantages and the monetary benefits, a city sufficiently large should for its own interests liberally support medical education.

Medical Schools and Hospitals are not mercenary ventures. Both are in the highest degree altruistic. Every effort should be made to bring such institution to the highest efficiency that humanity may be benefitted.

#### ABSOLUTE NEED OF ENDOWMENT FOR THE MEDICAL DEPARTMENT.

In addition to the requirement of higher standards of admission and its rigid enforcement the Educational Council of The American Medical Association has clearly set forth the essentials of an adequate medical school in regulations in which they state the laboratory and clinical as well as teaching requirements. Also, it has presented a conclusion that

no efficient medical school can be conducted without a minimum income of at least \$25,000.00 a year in excess of student fees. That means a minimum necessary endowment of \$500,000—\$600,000.

At the present time the only endowments of the Medical School or Hospital are the following:

*Cooper Medical Research Fund:*

Bequest of Mrs. Eleanor J. Cooper, of Washington, D. C., in 1905, to Columbian University on certain terms since modified by the Supreme Court of D. C. as follows: The income to be devoted towards the establishment and maintenance, in connection with the Medical Department of George Washington University, of a Research Laboratory, the work of this laboratory to be devoted to the investigation of the nature, causation, prevention, and cure of malaria and other infectious and contagious diseases ..... \$10,000.00

*National Park Seminary Hospital Endowment Fund:*

Gift of students of National Park Seminary, of Forest Glen, Maryland, in 1906, to George Washington University, for the endowment of a bed in the University Hospital ..... 500.00

*Woodbury Hospital Endowment Fund:*

Bequest of Miss Ellen deQ. Woodbury, of Washington, D. C., in 1909, to George Washington University, for the reception and treatment of female patients in the hospital belonging to or connected with the University..... 9,583.33

*Chapman Hospital Endowment Fund:*

Bequest of Mrs. Susanna A. Chapman, of Washington, D. C., in 1911, to George Washington University, to be used for the purposes of the free wards of its University Hospital ..... 1,350.90

*Tree Hospital Endowment Fund:*

Bequest of Lambert M. Tree, of Chicago, Illinois, in 1911, in memory of his mother, Mrs. Laura M. Tree, to Columbian University, for the purpose of establishing one or more beds in perpetuity in the University Hospital to be known as the "Laura M. Tree bed or beds" ..... 10,000.00

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\$31,434.23

Small as the revenue from these gifts is, it is most serviceable. The University is deeply appreciative of the generosity of the donors. The value of these gifts lies, however, in the example that has been set to others, as well as in the annual income.



## FEWER BUT BETTER DOCTORS—INCREASED COST OF EDUCATION.

Whereas a decade or more ago there were over 6,000 medical graduates every year in the United States, there are now less than 3,000. While the number has decreased, the quality has materially increased and the cost of producing a high grade professional product is now much greater. In order to insure such a product, support of medical schools, dental schools and hospitals by the public is necessary. All members of the community benefit by having efficient medical attendance when sick and by having protection of health by health officers of competent medical knowledge.

It is now evident that if efficient and capable medical practitioners and health officers are to be secured for the public, it will be necessary to aid those institutions in producing them. A class "A" medical school *must* have at the minimum, a half million dollar endowment. The community could not make a more profitable investment than to put three millions into it. A dental school *should* have a half million; a well-equipped hospital, a million. Large as these sums may seem, they can be raised and would be wisely expended. The hospital is an absolutely necessary adjunct to the medical school. Its proper support is an educational duty but it also is a great humanitarian service. Both phases of its life appeal to the Community. It is confidently believed that it will receive popular support. As a memorial to beloved friends, the endowment of professorships, the installation of laboratories, the maintenance of wards or rooms in the hospital, the establishment of funds for outdoor relief or dispensary work, the foundation of scholarships or prizes, are most fitting acts; satisfying to the donors because ministering to the relief of suffering and the advancement of knowledge.

W. C. BORDEN,

*Dean, Department of Medicine and Dentistry.*

# THE UNIVERSITY HOSPITAL. REPORT OF THE SUPERINTENDENT OF NURSES.

## LETTER OF TRANSMITTAL.

*To the President of the University.*

SIR: I submit herewith a report rendered me by Miss Lillian Blackwell, Superintendent of Nurses of our University Hospital. This report shows the excellent work she has done in the three months since she has been connected with the Hospital.

I wish to call particular attention to the spirit exhibited in the report. It augurs well for the future of the Hospital.

Miss Blackwell, who comes to us from the Clinic of the celebrated surgeons, the Doctors Mayo, of Rochester, Minnesota, has surrounded herself with a very capable corps of assistants, with the result that the service controlled by her, as well as the condition of the hospital, has been very materially bettered, and in my opinion, is fully equal to that of any other hospital in the city.

It is evident that such service could not have been obtained during the war, and this is shown by the fact that Miss Blackwell and, I believe, every one of her assistants, were in the military service during that period. It is equally evident that to obtain such competent control, an increase in the payroll has been necessary.

I wish also most gratefully to call attention to the activity of General Maxwell Van Zandt Woodhull, chairman of the Trustees' Committee on the Medical and Dental Schools and Hospital. He has done everything possible to further the interests and improve the conditions in the hospital. His aid is greatly appreciated by all connected with the institution.

Very truly yours,

W. C. BORDEN, M. D., *Dean.*

## REPORT.

*To Dean Borden:*

I submit the following as a summary report of the work accomplished in the hospital since I assumed the superintendency on June 23, 1919.

The spirit of courtesy and friendliness with which I was received assured me pleasure in the work to be done. I was encouraged by the attitude of the attending men-internes as well as by the office force—especially by Dr. Borden's interest and support and by Capt. Vane's (Business Manager) most cordial response to my many requests. In particular, I have appreciated the spirit of cooperation manifested by all members of the Nurses Training School. They have responded graciously to every request and have cheerfully cooperated in every effort I have made to improve the hospital.



The lines of my activity have been directed towards two fundamental needs of every hospital; first, cleanliness and order; second, system and constant improvement in the nursing care of patients. As the second is always dependent upon the first, I determined to begin with an improvement of general conditions. Accordingly, a renovating of the entire house, as complete as seemed consistent with limited finances, was undertaken. There was a cleaning of the attic, doctors' rooms, the dispensary, utility rooms, diet kitchens, halls and basement. Walls and floors were thoroughly scraped and scrubbed and some painting was done. A great many minor repairs to the building have been made. These include plastering and mending of doors and windows. A place in which supplies needed by the cooks for their work for the day may be kept, has been built, thus making it possible for the dietitian to guard more securely the stock in the large storeroom and to eliminate chance thefts by outsiders.

A large number of chairs have been repaired and enameled. Stools, surgical tables and the entire operating room suite have also been enameled. Wheelchairs, bookcases, tables and broken drawers have all received attention. Missing chiffonier, dresser and washstand handles have been replaced. Bed casters have been supplied wherever they were wanting. Some new awnings were purchased and old ones recovered. Window shades throughout the entire building have been put in order and curtain cords adjusted. All faucets that leaked have been packed, and electric fans have been repaired.

The Nurses' Home has come in for minor attention in the painting of the walls in five rooms and the oiling of a number of the floors. In addition there has been the painting of the outside of the house—the window casings, trimmings and doors.

The hospital basement has been renovated and repainted. This was one of the most needed and most marked improvements. The hospital yard has been given particular care. The lawn has been put in good condition. Special attention has been given to the disposal of garbage and to sanitation. The present arrangements are, however, only provisional; we await the promised construction of a proper permanent place for the disposition of waste and trash and garbage. Estimates for this are being made, and I am assured the work will be undertaken at the earliest possible date.

I am particularly happy to report to you the results that have been secured through the interest and efforts of General Woodhull. He, personally, assumed the responsibility of raising the money to finance those improvements which I informed him were urgently needed.

Among the additional improvements which we are about to make are greatly needed changes in the utility or service rooms which are now wholly inadequate. Partitions are to be changed; new equipment installed. The old ice chests are to give way to ice kegs which will obviate the labor of emptying the waste-water pans and will make the orderly care of the rooms easier.

The old three-burner gas plates are to be replaced by new two-burner ones, and the service shelves are to be covered with sanitary zinc tops.

In each diet kitchen there is to be a new refrigerator to replace the old ones which are out of date. In the basement there is to be an ice-grinding machine to save time, noise and ice, as well as the wear and tear upon the building caused by transporting ice from the main ice-chest by elevator to the four floors of the house. The elevator, which with the shaft has been repainted, is to be further improved by new linoleum for the floor.

Other improvements in the basement are to be paid for from the fund raised or contributed by General Woodhull. Among these are a new dining-room and service-kitchen for the servants; while the space now used for this purpose is to be converted into a satisfactory diet kitchen. This will enable us better to supply the culinary needs of the hospital and will, with the installation of the promised gas range, sink and work table, meet the requirements of the District Board for the Regulation of Nurses' Training Schools and will give us a place wherein we may instruct the nurses in dietetics.

The contract for these changes is under way and I anticipate an early commencement of the work. To General Woodhull we all may feel peculiarly indebted, and I hope the installation of these things will be the beginning of a new period in the history of the Hospital and Training School.

Some additions to and changes in the graduate nursing staff have been made. August 15th Miss McKnight came as Assistant Superintendent, and through her efforts much is being accomplished. She is teaching the pupil nurses, supervising their work and making marked improvement in the general order of the hospital. September 15th Miss Weir went on duty, temporarily as instructress, but with the understanding that she is to assume her permanent position as night supervisor upon the arrival of Mrs. Starkenburg about November 1st. The latter comes to us particularly well qualified to fill her position. Miss Olds is acting as night supervisor and will continue until Mrs. Starkenburg comes.

The problem of the help employed in the hospital is a trying one. We have made many needed changes in housing them. We have converted one servant's room in the basement into a carpenter shop. Changes in the force of servants have been made as necessity demanded with a result that some employed at present are highly satisfactory. Several inefficient ones have been discharged. It is not difficult to get the labor, but I wish to secure such as work in a neat and cleanly manner. This has meant an increase of wages. The selection of good servants is not a simple matter.



There are many minor reforms which have been effectuated. Meals are served with greater promptness and, due to the marked efficiency of Miss Stratbucker, our dietitian, are highly satisfactory. She does excellent work and is deserving of marked appreciation. The patients now have their trays for breakfast at between 8:15 and 8:45.

The house is in need of cots for special nurses, of mattresses, mattress covers, towels, gowns, clothes for the babies, table cloths, napkins, window sash-curtains, door mats and many other things.

I trust the Ladies' Board will help us with these and other needs. I look forward to the coming year with pleasure as one full of possibility for both the Hospital and the Training School.

Very respectfully,

LILLIANN JANE BLACKWELL.

Sept. 13, 1919.

## THE MEDICAL SCHOOL\*

### BUILDINGS AND OTHER FACILITIES.

All the buildings of the Medical Department adjoin each other and consist of three buildings, the Medical School Building, the University Hospital and the University Dispensary. They are most advantageously situated in the heart of the city, on H St. between 13th and 14th Sts., within one block of both systems of car lines. As the Hospital and Dispensary adjoin the School, their clinical facilities are easily accessible to the students, and the pathological material and the material for clinical microscopy and clinical chemistry afforded by the Hospital and Dispensary are directly used in the School laboratories.

The *Medical School Building* is a modern commodious, five-story structure with spacious, well-lighted, well-ventilated lecture and class rooms, laboratories, and students' rooms. It has an elevator service, and is equipped throughout with steam heat, gas, electricity, and all modern improvements.

The laboratories are six in number (for anatomy, chemistry, physiological and clinical chemistry, histology and embryology, physiology and pharmacology, and bacteriology and pathology). They are fully equipped with the most approved appliances, so that students may adequately pursue the laboratory courses and acquire the technical skill necessary in modern clinical and research methods.

The *University Medical Library* is open for study and consultation from 9 a. m. to 4 p. m. with a Librarian who is a graduate of Medicine in charge. It contains at present more than 2,000 volumes, and provision is made to add to it as published the important new works on medicine. The most important medical periodicals are regularly received. The library is an excellent working collection, as it affords opportunity to read up adequately on the subjects presented in the courses.

The *Pathological Museum* contains a great many valuable and interesting specimens. Their number is increased by additions from time to time. These specimens are particularly valuable to the students as illustrating the changes produced by disease.

### THE ADVANTAGES OF LOCATION.

Washington offers many exceptional advantages as a place for pursuing the study of medicine. The city now has nearly a half million inhabitants, providing abundant clinical material to the hospitals, which have an aggregate of about four thousand beds. In these hospitals clinical instruction, in addition to that in the University Hospital, is given by members of the Faculty.

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\*The following information extracted from the University Catalogue is believed to be of interest to others than intending students. The latter can obtain complete information by applying to the Recorder for a Catalogue.



The *great libraries* and *museums* connected with the various Government institutions afford unparalleled facilities for study.

The Library of the Surgeon General's Office of the United States Army is the most complete medical library in the world, and all leading periodicals of the world are subscribed for. All the facilities of this great library are open to *medical students*. There is also the Library of Congress, the Public Library, and the many excellent libraries of the various Government offices, all of which are open to students.

The *Army Medical Museum* affords an unrivaled opportunity for studying the conditions met with in military and general surgery. It contains on exhibition a collection of anatomical and pathological specimens unequalled by any other museum. Other Government museums are the Museum of Hygiene, in connection with the Medical Department of the Navy and the National Museum. The Botanic Gardens, the Smithsonian Institution, the Fish Commission, and the Department of Agriculture, all afford opportunities for study both in medicine and its collateral sciences.

On account of the many advantages offered in this city, the *Army and Navy Medical Schools* have been here located.

The Alumni body of the George Washington University Medical School is largely represented in all public services. Its members have been highly successful in passing the rigid examinations given by them. Ten per cent of the total number of the regular medical corps of the United States Army are graduates of this School.

*Besides the special advantages offered for the study of medicine, the cosmopolitan character of the city of Washington, its climate (not excessively cold in winter), its beauty, and its interests, which, as it is seat of the General Government, are broad and national, make it an ideal place for a medical student to pass his four years of study.*

#### ADMISSION OF STUDENTS.

The requirements for admission to the Medical School are as follows:

Candidates for matriculation must present creditable certificates of good moral character from two physicians in good standing.

The educational requirements for admission are:

A. The minimum requirements for admission are fifteen units of secondary school work (graduation from an approved high school) and in addition two years of college work made up largely of chemistry, physics, biology and English; or

B. A bachelor's degree from an approved college or university, provided the holder of such degree presents satisfactory credentials, covering college work in chemistry, physics, biology and English.

#### THE ACADEMIC YEAR.

The *Academic Year* begins on the last Wednesday in September. It is divided into two half-years of four months each.

The term of study for the degree of Doctor of Medicine consists of four years of thirty-two weeks each, exclusive of vacations and holidays. The ninety-fourth began September 24, 1919. It will end June 2, 1920.

In addition to the four-year course, leading to the degree of Doctor of Medicine, the University offers a six-year combination course, by which a student may obtain the degree of Bachelor of Science in Medicine, and Doctor of Medicine; and a seven-year course for the degree of Bachelor of Arts and Doctor of Medicine.

#### THE SYSTEM OF INSTRUCTION.

Instruction is carried on by laboratory work, lectures, recitations, bedside instruction, and hospital and dispensary clinics. Particular stress is laid upon laboratory work and clinical teaching. The clinical material of the University Hospital and Dispensary is utilized to the fullest extent, as the Hospital, the Dispensary, and the Medical School are under the same control. Additional clinics are given in other hospitals in the city to which members of the faculty are attached.

While the greatest stress is laid upon laboratory work and clinical teaching, it is recognized that the facts so obtained must be correlated and shown in their due relation to each other and to the science of medicine. To this end didactic lectures are maintained in certain branches, as they have been found necessary to give a systematic and comprehensive idea of the larger subjects in medicine. These lectures are followed by systematic and thorough quizzes, so that it may be certain that the students properly and thoroughly grasp the ideas presented by the lecturers.

The recitation and quiz work is made so complete that students do not need to employ private quizmasters.

The object sought throughout the courses is to ground thoroughly the students in the knowledge which is necessary to a practitioner of medicine. No particular attempt is made to graduate specialists in any subject. It is believed that the four years allowed are no more than sufficient time for the adequate preparation of the general practitioner.

*The policy adopted by the School is to give a comprehensive, well graded and well-proportioned course—one that will adequately prepare the graduate to practice general medicine and meet the requirements of State Boards.*

#### POSSIBILITIES FOR SUBSIDIARY TEACHING IN A PROPERLY EQUIPPED MEDICAL SCHOOL IN THE DISTRICT OF COLUMBIA

A medical school in the District of Columbia occupies a unique position, with respect to other medical teaching institutions, in its relations to the various literary and scientific branches of the United States Government, particularly the Surgeon General's Library, the Congressional Library, the National Museum, the Bureau of Standards and the various Bureaus and Divisions of the Department of Agriculture and Public Health Service.



The facilities offered by these Governmental institutions for teaching and research of a mutual co-operative nature are unbounded and far superior to those which might be obtained elsewhere, provided the Medical School is properly equipped to co-operate and to utilize the many facilities offered.

Many physicians, investigators and students come to Washington for the express purpose of utilizing the library facilities offered by the Surgeon's Library and Congressional Library, who would more than welcome the opportunity to carry on their work in conjunction with a well equipped medical school, from the professorial staff of which they could obtain helpful directions and assistance in their work.

During 1918-19 there were six applications to The George Washington University for assistance of this nature. Two were from physicians attached to the Naval Medical School, one from a naval officer attached to the Navy Yard dispensary, and three others from Arts and Science graduates working in the Surgeon General's Library and the Museum on various problems.

There are many trained scientific workers in the government employ who are desirous of obtaining graduate work along medical, sanitary, hygienic, and bio-chemical lines, besides the regular course in medicine. These workers, in the majority of instances, desire this instruction after government hours. There are, however, many who wish it at any time, but particularly in conjunction with investigations they are carrying on for the United States Government. To these individuals, a well equipped medical school with a complete full time professorial staff, would be a great boon—not only for the worker himself but for the community and the whole scientific world. At the present time many government scientists, before beginning the attack upon a problem of some magnitude, obtain leave of absence to or are sent by the government to large teaching institutions outside of Washington to obtain certain necessary preparation for the conduct of their work. Here again, a teaching institution of the proper caliber in the District of Columbia, would not only be able to prepare the individual for the work at hand, but would be a place for intimate consultation and direction throughout the period of investigation.

Another class of these government scientists are those who wish of their own volition to broaden their knowledge in their own particular work and allied branches. It is out of the question for these individuals to obtain this instruction, except in Washington, without giving up their government positions.

During 1918-19, college graduates in government employ, were registered in The Graduate School of The George Washington University for the following subjects: bacteriology, 10; physiology, 2; pharmacology, 1; psychiatry, 2; preventive medicine, 6; psychology, 5.

This work was given entirely aside from the regular medical course, and had facilities been better a much larger enrollment of students could have been made.

Washington is especially unique in that it is the home of representatives of foreign countries, attached to the various embassies and legations and high commissions and special commissions. Many of these attaches are detailed for study and observation in the various government bureaus. Most of them, and others not so detailed, desire university work of a medical, hygienic or bio-chemical nature, and would not only enthusiastically welcome such opportunities, but would look to the National Capital as the seat for higher education and the place for profound research work.

A large number of government technicians, and helpers who desire to become technicians, desire instruction after government hours in such subjects as bacteriology, histology, pathology, haematology, helmenthology, and many other bio-chemical subjects, in order to increase their efficiency in their particular line of work. Such courses must naturally be of an undergraduate nature, adequately and systematically arranged and designed to meet the needs of these students. Here the fully equipped medical school could do a great good in helping these government workers to improve and better fit themselves for their positions. Such instruction would go a long way toward increasing the efficiency of the government laboratories, as well as being of material benefit to the students themselves.

This year (1919-20) a special class is being conducted in The George Washington University Medical School to accommodate applicants for bacteriology of an undergraduate nature (technician's course). There are over twenty-five students registered for this course, representing practically all government laboratories where bacteriological work is done. This work is more particularly devoted to pathogenic bacteriology and a much larger registration might have been obtained if industrial bacteriology was also taught.

Applicants for other allied subjects such as anatomy, histology, embryology, and pathology could not be accommodated because of lack of facilities.

Another class of prospective students, although not so numerous as those above mentioned, who would gladly welcome a chance to attend classes in an adequately equipped medical teaching institution, for study other than the regular course in medicine, are a number of draftsmen and artists from the National Museum, Smithsonian Institution and Corcoran Gallery of Art, who wish instruction in anatomy, both human and comparative; pathology, gross and microscopic, histology and embryology.

The last class of prospective students, which may be cited, are certain individuals attached for a time to the various Committees of Congress investigating technical matters, who desire instruction in subjects of a biological and chemical nature.

OSCAR B. HUNTER, A. B., M. D.,  
*Assistant Dean, Department of Medicine.*



## THE SCHOOL OF PHARMACY

The Columbia Pharmaceutical Association of the District of Columbia was organized in 1871 with the avowed purpose of establishing a school of pharmacy. A charter was procured under the provisions of an act of Congress for the incorporation of institutions of learning and the Association then disbanded and immediately reorganized as the National College of Pharmacy, which opened its doors for the reception of students on November 11, 1872.

In the beginning its classes were largely augmented by the transfer of students from the School of Pharmacy of the National Medical College of the Columbian University of Washington, D. C.

The courses of instruction at first consisted of lectures in chemistry, toxicology, materia medica, botany and pharmacy, to which were later added obligatory courses in analytical chemistry and pharmaceutical laboratory work. The time allotted to instruction was at first six hours per week for a period of thirty-two weeks, but gradually the time and subjects were extended until the total didactic and laboratory work amounted to over thirteen hundred and sixty hours.

In 1888, owing to the growth in classes and the necessity for increasing the curriculum, the trustees of the National College of Pharmacy, acquired the property now occupied by the school at 808 I St. N. W., and erected a building that met all the requirements which resulted from the steady increase in student body.

In 1893 the trustees ordered an extension of the curriculum and required that certain courses should be given during the day and that students should complete a course covering three years of thirty-two weeks each before becoming eligible for graduation. Candidates for admission were further required to submit evidence of a complete high school education which requirement made the National College of Pharmacy the first of the colleges of pharmacy in the United States to adopt this advanced requirement.

In 1896 the National College of Pharmacy became affiliated with the George Washington University under the charter granted to the University by Congress. This affiliation was continued up to the time of entrance of the United States into the great war in 1917.

The war disclosed that there were certain deficiencies in the course of pharmaceutical instruction, to overcome which it was deemed necessary to reorganize the pharmacy curriculum and to bring about a closer relation between the College of Pharmacy and the George Washington University.

As a result, the old College of Pharmacy has now become a part of the University, being incorporated in the Department of Medicine, and known as the School of Pharmacy. It has adopted a broad and completely reorganized curriculum, divided into an Arts and Science group and a more or less purely Pharmaceutical group, which gives to the student not only pharmacy, but a broad and liberal education in arts and allied science. Upon satisfactory completion of such a curriculum the student is eligible for the degree of Bachelor of

Science in Pharmacy and this enables the graduate to continue work in the Graduate School and, should he desire, he may enter the Medical School without further preparation in pre-medical subjects. This curriculum now covers four academic years of didactic and laboratory work embracing thirty-three hundred hours of instruction.

The adoption of this curriculum by the School of Pharmacy of the George Washington University gives to it the distinction of being the first of its kind in the United States to broaden its scope so extensively and so nearly to reach the ideal course as outlined by the National Pharmaceutical Association.

Many of the subjects of the first two years are taught by the Department of Arts and Sciences, thus enabling students to register for the arts part of the curriculum at the stated periods of registration of the Arts and Science Department—September, February and June (summer school).

Instruction in purely pharmaceutical subjects is given in the Pharmacy Building, 808 I St. N. W., a three-story and basement structure designed and built in accordance with the ideas of the National College of Pharmacy Trustees for educational purposes and provided with lecture halls and laboratories. The building was used by the University during the war for quarters for the Medical and Dental Units of the S. A. T. C., and is now being refitted for teaching purposes. *Owing to this delay, students who wish to take up purely pharmaceutical subjects may still register up to November 1st, 1919.*

Since many states are now requiring all applicants for licenses to practice pharmacy to be graduates of a reputable school of pharmacy, the policy adopted by the school is to give a comprehensive, well-graded and well-proportioned course, one that will adequately prepare the graduate to practice modern pharmacy and to meet the requirements of the National Pharmaceutical Association and the State Pharmaceutical Boards.



## LIST OF MEMBERS OF THE MEDICAL FACULTY

WILLIAM MILLER COLLIER, A. M., LL. D., President of the University  
WILLIAM CLINE BORDEN, M. D.,

Dean, Department of Medicine and Professor of Surgery

OSCAR BENWOOD HUNTER, A. M., M. D.,

Professor of Bacteriology and Pathology and Assistant Dean

GEORGE NICHOLAS ACKER, A. M., M. D.,

Professor of Pediatrics and Clinical Professor of Medicine

HENRY CRECY YARROW, M. D....Professor of Dermatology, Emeritus

STERLING RUFFIN, M. D.....Professor of Medicine

CHARLES WILLIAMSON RICHARDSON, M. D.,

Professor of Laryngology, Rhinology, and Otolary

JOHN WESLEY BOYER, M. D.....Professor of Gynecology

THOMAS ASH CLAYTOR, M. D.....Clinical Professor of Medicine

AURELIUS RIVES SHANDS, M. D.,

Clinical Professor of Orthopedic Surgery

RANDOLPH BRYAN CARMICHAEL, M. D.....Professor of Dermatology

FRANCIS RANDALL HAGNER, M. D.,

Professor of Genito-Urinary Surgery

ALBERT LIVINGSTON STAVELY, M. D., Clinical Professor of Gynecology

WILLIAM ALANSON WHITE, M. D.,

Professor of Psychiatry and Clinical Professor of Neurology

SHEPHERD IVORY FRANZ, Ph. D., LL. D., M. D., Professor of Physiology

BUCKNER MAGILL RANDOLPH, M. D.,

Professor of Material Medica and Therapeutics

LUTHER HALSEY REICHELDERFER, M. D., Clinical Professor of Surgery

LOUIS ANATOLE LAGARDE, M. D.,

Professor of Military Surgery and Sanitation

GIDEON BROWN MILLER, S. B., M. D., Clinical Professor of Gynecology

WILLIAM SINCLAIR BOWEN, M. D.....Clinical Professor of Obstetrics

OSCAR ADDISON MACK MCKIMMIE, M. D.,

Clinical Professor of Laryngology and Otolary

EDWARD RHODES STITT, A. B., M. D.....Professor Tropical Medicine

FRANK LEECH, M. D.....Clinical Professor of Medicine

HURON WILLIS LAWSON, S. M., M. D.....Professor of Obstetrics

FRANK ADELBERT HORNADAY, S. B., M. D.,

Professor of Chemistry and Dietetics

THOMAS CHARLES MARTIN, M. D.....Professor of Proctology

HARRY HYLAND KERR, M. D.....Clinical Professor of Surgery

WILLIAM PINKNEY REEVES, M. D.....Clinical Professor of Surgery

EDGAR SNOWDEN, M. D.,

Professor of Hygiene and Clinical Associate in Obstetrics

TRUMAN ABBE, M. D.....Professor of Roentgenology

MONTGOMERY EARL HIGGINS, M. D....Professor of Tropical Medicine

JAMES CHAMBERS PRYOR, A. M., M. D.,

Professor of Preventive Medicine and Hygiene

HARRY S. BERNTON, M. D.....Professor of Medical Jurisprudence

WILLIAM TORNWALL DAVIS, M. D.....Professor of Ophthalmology

- JOHN K. BUTKIEWICZ, D. D. S.....Professor of Histology  
 WILLIAM HARRY SCHULTZ, Ph. D., Ph. B.,  
 Professor of Pharmacology, Experimental Physiology and Librarian  
 CURTIS LEE HALL, M. D.....Professor Orthopedics  
 NOLAN DON CHARPENTIER LEWIS, M. D.,  
 Professor of Experimental Pathology  
 CHARLES STANLEY WHITE, M. D.....Associate Professor of Surgery  
 DANIEL LE'RAY BORDEN, A. M., M. D., Associate Professor of Surgery  
 GLENMORE FORD CLARK, M. D.,  
 Associate Professor of Tropical Medicine  
 TOMAS CAJIGAS, M. D.,  
 Associate Professor of Bacteriology and Pathology  
 JOSEPH HYRAM ROE, A. B., A. M....Associate Professor of Chemistry  
 JOHN BENJAMIN NICHOLS, M. D.....Associate in Medicine  
 EDGAR PASQUAL COPELAND, M. D.....Associate in Pediatrics  
 HARRY HAMPTON DONNALLY, A. M., M. D.,  
 Clinical Associate in Pediatrics  
 HENRY RANDALL ELLIOTT, M. D.....Associate in Physiology  
 J. LEWIS RIGGLES, M. D.....Associate in Gynecology  
 WILLIAM CADELL MOORE, M. D.....Associate in Medicine  
 CHARLES AUGUSTUS SIMPSON, M. D., Clinical Associate in Dermatology  
 COURSEN BAXTER CONKLIN, S. B., M. D.....Associate in Medicine  
 JOSEPH DECATUR ROGERS, M. D.,  
 Clinical Associate in Obstetrics and Surgery  
 ROBERT YOUNG SULLIVAN, M. D.....Clinical Associate in Obstetrics  
 CHARLES WHEATLEY, M. D.....Clinical Associate in Pediatrics  
 CHARLES WILBUR HYDE, M. D.....Associate in Medicine  
 WILLIAM JOHNSTON MALLORY, A. M., M. D.....Associate in Medicine  
 J. LAWN THOMPSON, M. D.....Associate in Medicine  
 ELLA OPPENHEIM, M. D.....Associate in Pathology  
 O. GLENN HARNE.....Assistant in Pharmacology  
 JAMES CHARLES HASSALL, M. D.,  
 Clinical Associate in Psychiatry and Neurology  
 EVERETT MONROE ELLISON, A. M., M. D., Clinical Associate in Medicine  
 THOMAS LINVILLE, M. D.....Clinical Associate in Medicine  
 ROSS MCCLURE CHAPMAN, M. D.,  
 Clinical Associate in Psychiatry and Clinical Neurology  
 EDWARD GRANT SEIBERT, M. D.,  
 Clinical Instructor in Laryngology and Ophthalmology  
 WALTER HIBBARD MERRILL, M. D.,  
 Instructor in Electro-Therapeutics and Roentgenology  
 JOHN POTTS FILLEBROWN, M. D.....Clinical Instructor in Surgery  
 VIRGIL B. JACKSON, M. D.....Clinical Instructor in Gynecology  
 EDMUND THOMAS MURDAUGH FRANKLIN, M. D.,  
 Clinical Instructor in Surgery  
 ADAM KEMBLE, M. D., Clinical Instructor in Genito-Urinary Surgery  
 HOMER GIFFORD FULLER, M. D.,  
 Clinical Instructor in Genito-Urinary Surgery  
 CLINE N. CHIPMAN, M. D.....Instructor in Anaesthesia  
 ALBERT PERKINS TIBBETS, A. B., M. D.,  
 Clinical Instructor in Laryngology



ELIJAH WHITE TITUS, Phar. D., M. D.....Instructor in Pediatrics  
WILLIAM HENRY HUNTINGTON, M. D.,

Clinical Instructor in Laryngology and Otology

HARRY SAMUEL LEWIS, M. D.....Instructor in Surgery  
JOHN HUNTER SELBY, M. D.....Instructor in Roentgenology  
ROBERT SAMUEL TRIMBLE, M. D.....Clinical Instructor in Medicine  
WILLIAM BROWNE CARR, M. D.....Instructor in Morbid Anatomy  
OLIVER CLEMENCE COX, M. D.....Instructor in Surgery  
WILLIAM BERRY MARBURY, M. D.....Instructor in Surgery  
SAMUEL HARRISON GREENE, M. D.,

Clinical Instructor in Laryngology and Otology

WILLIAM HOUSTON LITTLEPAGE, M. D., Clinical Instructor in Medicine  
WILLIAM DAVID TEWKSBURY, M. D., Clinical Instructor in Medicine  
THOMAS MADDEN FOLEY, M. D.....Instructor in Orthopedic Surgery  
HOWARD FRANCIS KANE, A. B., M. D.....Instructor in Obstetrics  
CARROL EDWARD BINGHAM, M. D.....Clinical Instructor in Medicine  
SAMUEL BOYCE POLE, M. D.,

Clinical Instructor in Laryngology and Otology

NELSON DUVAL BRECHT, M. D.....Instructor in Gynecology  
ROBERT READ RAFTER, M. D.....Instructor in Medicine  
WILLIAM BINFORD KING.....Instructor in Anatomy  
MARY O'MALLEY, M. D.,

Clinical Instructor in Psychiatry and Neurology

CHARLES O. KNOTT, M. D.....Instructor in Genito-Urinary Surgery  
GEORGE G. MORRIS, M. D.....Clinical Instructor in Surgery  
GEORGE H. RAWSON, M. D.....Instructor in Anatomy  
CHARLES D. EASTON, M. D.....Clinical Instructor in Pediatrics  
EARL GRIFFITH BREEDING, A. B., M. S., M. D.,

Instructor in Laryngology and Otology

CYRUS W. CULVER, M. D.....Clinical Instructor in Obstetrics  
HERBERT HERMAN SCHOENFELD, M. D....Clinical Instructor in Surgery  
AUGUSTUS CLAGETT GRAY, M. D.....Instructor of Surgery  
GEORGE H. RAWSON, M. D.....Instructor in Anatomy  
ROBERT S. BEALE, M. D.....Clinical Instructor in Medicine  
JOHN BRUCE COPPING.....Superintendent of the University Hospital  
PATRICK P. VANE.....Superintendent of the Medical Building

A PRAYER  
BY  
GEORGE WASHINGTON

*Almighty God: We make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government, and entertain a brotherly affection and love for one another and for their fellow-citizens of the United States at large. And finally that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy and to demean ourselves with that charity, humility and pacific temper of mind which were the characteristics of the Divine Author of our blessed religion without a humble imitation of whose example in these things we can never hope to be a happy nation. Grant our supplication, we beseech Thee, through Jesus Christ, our Lord. Amen.*

\* This prayer is used regularly at "The President's Chapel" of the George Washington University, and voices the aspirations of the University for the fulfillment of civic duties and the promotion of national welfare.



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GEORGE WASHINGTON

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PRESIDENT COLLIER CONFEEAL HALL, OCTOBER 30th, 1919





THE SPECIAL CONVOCATION OF OCTOBER 30TH,  
1919, FOR THE CONFERMENT OF THE DEGREE  
OF DOCTOR OF LAWS UPON THE KING OF  
THE BELGIANS.

On October 30, 1919, George Washington University conferred upon His Majesty, Albert, King of the Belgians, the honorary degree of Doctor of Laws, the first honorary degree ever conferred upon a ruling prince in the National Capital.

This typically American ceremony was held in the Memorial Continental Hall. Around the hall in addition to the usual decorations of state flags and the national colors were hung the flags of Belgium, the United States and the University. On the platform and in the space immediately in front were grouped the members of the Board of Trustees, the former presidents of the University, recipients of honorary degrees from the University, delegates from other institutions, members of the University Council and of the Faculties, the staff and pupil nurses of the University Hospital and the members of the student council. The remaining portion of the entire center aisle was assigned to the families of the members of the Faculties. Of the side sections, the two to the right were reserved for members of the Diplomatic Corps and guests of the State Department. A block of seats in the two sections opposite were reserved for the suite of His Majesty, the King of the Belgians, and the remaining seats for the families of Trustees and of other University officers. The seats in the balcony were occupied by officers of the various chapters of the D. A. R., by members of the Alumni, of the Columbian Women and the officers of the various student classes in the University. The boxes were used by the members of the royal suite, by the Vice President's party, by the Secretary of State's party and by the party of the Belgian Ambassador. The audience within the building numbered about 2,000. Approximately an equal number of students from the



University and from the Madeira and Gunston Hall Schools and The Cathedral School for Girls, to whom invitations had been extended, stood on the great north and south piazzas of the building. A crowd of nearly 2,000 interested spectators filled the streets near the building.

A corps of fifty ushers selected from the student body under the direction of Mr. H. Janney Nichols and Mr. Herbert Nichols seated the guests, who had cards of admission to the hall, handsomely engraved invitations with "present" cards having been sent out.

Members of the academic procession upon their arrival went to the basement where they were attired in academic caps and gowns. At 2:30 the procession was formed and the bodies began to move into the hall in the following order: The Student Council, the staff and pupil nurses of the University Hospital; the Faculties of the Department of Medicine, Dentistry and Pharmacy; the Faculty of the Law School, the Faculty of the Department of Arts and Sciences, the University Council, and ex-presidents of the University and the honorary alumni and members of the Board of Trustees. Each group marched down the main aisle, halting at about the middle of the hall, when the chief usher, Mr. H. Janney Nichols, President of the Senior Class of Columbian College, announced the body. The group then moved on to the seats assigned to it.

Prior to the entrance of the procession, a program of suitable music was given by the orchestra of the United States Marine Band, Lieutenant William H. Santelmann, U. S. M. C., Mus. D., directing.

After the academic groups were seated, the Secretary of the University made several announcements and read the following letter from the President of the University:

My Dear Mr. Kayser:

As you know, I am to accompany His Majesty, the King, today, when he comes to the Convocation and I

shall have to leave the hall with him when he departs. I cannot, therefore, personally make an announcement and an appeal as to a certain matter which lies close to my heart. For that reason, I ask you to read this letter.

I appeal to this great audience which is to be so highly honored by the presence of His Majesty, the King of the Belgians. I appeal to it in behalf of a University, but it is not the George Washington University for which I appeal. It is for the ancient and honored University of Louvain in Belgium, whose buildings, notably its wonderful library, were so wantonly destroyed by the Germans at the beginning of the war.

An international committee representing twenty-nine nations of the world has been formed for the restoration of Louvain University. The American National Committee secured for that purpose has pledged itself to erect the library building to cost \$500,000. President Nicholas Murray Butler of Columbia University is at the head of the Committee.

I am very desirous that the George Washington University as an institution be associated with this noble work. It would be a graceful manner of showing our appreciation of the King's visit today and an effective way of strengthening the bonds of union and sympathy between Belgium and American scholars and lovers of letters.

I am sure all who are here today as friends of the George Washington University will gladly give something to form a contribution for this purpose to be given through proper channels to Louvain University in the name of the George Washington University. Baskets for the receipt of any offering that anyone wishes to make, whether large or small, will be found at the door as the audience leaves the building.

Sincerely yours,

(Signed) WM. MILLER COLLIER,

President.



Girls from the various classes of the University, bearing armbands marked "Louvain," were at the doors with small baskets to accept whatever contributions the audience might care to make. The sum of \$255 in cash was received for this purpose.

The President of the University did not enter the hall with the academic procession, for he had proceeded in full academic costume to the residence of Hon. Breckinridge Long, to escort the King to the hall. The party which consisted, in addition to the President of the University, of His Majesty, the King of the Belgians, His Royal Highness, the Duke of Brabant, the Belgian Ambassador, the Third Assistant Secretary of State, Mr. Long, Major-General Wright of the U. S. Army, Lieutenant-General Jacques of the Belgian Army and their respective staffs, motored down Sixteenth Street to the hall. Arriving at the hall, His Majesty entered across a canopied stretch of red carpet through the north piazza on D Street on which were grouped the students of the University. Entering a small room just off the stage, His Majesty was robed with the academic gown. Promptly at 3:10, led by the Secretary of the University, His Majesty and His Royal Highness and the President of the University entered the auditorium in the order named. Just as the King arrived at the massive and ornate chair used by the Presidents General of the D. A. R. which had been reserved for his use, the Marine Band played *La Brabanconne*, the Belgian national anthem. The King then seated himself.

Immediately thereafter, the President declared that the University was convened in Special Convocation and addressed the King in the following speech:

"Your Majesty:

"The George Washington University which is so highly honored by your presence today feels that its location in the Nation's Capital and its possession of the name of the great founder of this country, impose



upon it a special duty to promote respect for law as the only safeguard of right, subordination to government as the best means of securing individual liberty, and observance of justice as the surest guarantee of peace amongst nations and good will amongst men.

"Those principles which the immortal Washington advocated, this University seeks to inculcate today in its four thousand students by precept and by example.

"In the recognition of men and women whose services and whose achievements in behalf of humanity have been pre-eminent, an institution of learning, by the bestowal of appropriate degrees, honors itself as well as the recipients; and by thus holding up before its students examples for their inspiration and emulation it discharges a true teaching function.

"Today this University is proudly privileged to confer an honorary degree upon Your Majesty. In your character and your conduct we, in common with all men, see that which will always shine forth as a beacon light making clear the path of honor. The sublime rectitude of your course, when to Your Majesty and your government was presented the alternative of apparent national extinction or the preservation of national and kingly honor, will forever powerfully influence men to be faithful to duty.

"Your instant and instinctive decision, at the most critical moment in the world's history, in favor of right against might, law against violence, liberty against outrage, your constancy and your fortitude in the protracted years of anguish of a devastating war, proclaim you, in very deed as well as in royal title, King. Montaigne has truly said:

" ' 'Tis so much to be a King, that he only is so, by being so!'

"Lawful king, you are, and rightful king, of that heroic race of whom Julius Caesar, two thousand years ago, wrote: 'Of all these, the bravest are the Belgians'



—that race whose valor and whose honor, in our own time, by saving the world and preserving civilization, have rendered us and all the generations to come Belgium's debtors forever.

"Therefore, by virtue of the authority given by the laws of the United States to the George Washington University and by its trustees delegated to me, I confer upon you, Albert, King of the Belgians, Exemplar of Right and Defender of Law, the honorary degree of Doctor of Laws. As evidence thereof I hand you this diploma and I present you with the academic hood, the insignia of the degree; and I welcome you into the fellowship of the Alumni of the George Washington University."

As the President finished his speech he presented the King with the diploma and the Secretary of the University, Mr. Elmer Louis Kayser, invested the King with the purple velvet hood of a Doctor of Laws. The King then arose and responded in a brief address.

"I esteem the receipt of this degree a very great honor," said the King, in part, in responding to its award. "I appreciate it highly, not only on account of its own significance, but also on account of the close association between the name of this university and that of the first President of the United States, an association, it seems to me, that might be termed one of history and learning."

At the conclusion of the King's words, the Marine Band played the Star-Spangled Banner and led by the Secretary of the University, the party filed out of the hall and into a small room where the King's robes were laid aside. The royal party then left the hall by the south piazza across another canopied stretch of red carpet to waiting automobiles on C Street, where they were met by the Rector of the Catholic University.

The blue leather case containing the diploma was stamped with the following words: "Albert, King of

the Belgians, Doctor of Laws, the George Washington University, 1919." The diploma was of the usual type and bore the following inscription:

GEORGE WASHINGTON UNIVERSITY

in virtue of authority granted by the

United States of America

has conferred upon

Albert, King of the Belgians,

the degree of

Doctor of Laws

together with all the Honors, Rights and Privileges  
belonging to the degree.

In Witness Whereof, this Diploma is granted bearing  
the seal of the University.

thirtieth day of October in the year of our Lord  
nineteen hundred and nineteen.

WILLIAM MILLER COLLIER,

President of the University.

JOHN B. LARNER,

Chairman of the Board of Trustees.

The academic costume which was worn by the King was made for the occasion by Cotrell and Leonard of Albany, New York. The gown was of heavy black silk with facings and bars of purple velvet. The hood presented to the King was made of silk, heavily bordered with purple velvet, lined with buff and blue silk, the University colors, which, it may be said, were the colors of General Washington's uniform when Commander-in-Chief of the Continental Army.



## THE REGULAR FALL CONVOCATION.

The auditorium of the New Masonic Temple was the scene of the annual Fall Convocation of the University which was held on Thursday, October 23, 1919.

After appropriate musical selections had been rendered by the orchestra, Mr. Sol Minster directing, the Reverend Roland Cotton Smith, Rector of St. Johns', Lafayette Square, read the prayer of George Washington, which is regularly used at the President's Chapel.

Immediately thereafter, President Collier introduced the Convocation orator, the Honorable Miles Poindexter, United States Senator from Washington, whose address is printed elsewhere in this bulletin.

After the address President Collier proceeded to confer degrees in course "by authority of the United States of America delegated to George Washington University."

Dean Wilbur presented Doctor Tomas Cajigas as a candidate for the degree of Bachelor of Science in Medicine. Dean Hodgkins acting for Dean Ruediger, presented Alexander Mathias Bellony for the degree of Bachelor of Arts and Marquis Lafayette Lennon for the Master's Diploma in Education. Dean Borden presented Thomas Benton Crisp, Jr., for the degree of Doctor of Medicine. Dean Mess presented David Scott Austin, Nathaniel Hawthorne Brown, Julia Sylvia Coghlin, Frank Leonard Dailey, Robert E. Greene, Charles Inbender, Mark Jailer, Bernard Link, Benjamin Moskowitz, William Sidney Rhodes, Emanuel Schantz, Noah Cleveland Sechrist and Walter Daniel Sullivan for the degree of Doctor of Dental Surgery. Dean Ferson presented Arthur Chester Brody, Letcher Benjamin Connell, Herbert Watson Cornell, John Aaron Fray and Karl Benjamin Friedland for the degree of Bachelor of

Laws and Edward George Bremer for the degree of Master of Laws. Dean Henning presented Frank Deane Moore for the degree of Master of Arts, George Washington Salzer for the degree of Master of Sciences and Edward Elmer Smith for the degree of Doctor of Philosophy, investing him with the blue velvet hood.

The President then proceeded to the conferment of the honorary degree of Doctor of Laws, the Secretary investing each of the recipients with the purple velvet hood.

In conferring the degrees the President said:

"By virtue of the authority granted by the United States of America to the George Washington University and by its trustees delegated to me, I proceed to confer honorary degrees and direct that the recipients be invested with the insignia of their degrees.

"William A. Day: The first incumbent of the high office of 'The Assistant to the Attorney General of the United States'; now President of The Equitable Life Assurance Society of the United States. As a lawyer learned and loyal to his clients. In his present position of great power and vast responsibility mindful not of the opportunities of private or of corporate gain, but only of the interests of the hundreds of thousands whose protection from want and anxiety is dependent upon his wise and faithful management.

"Otto Hermann Kahn: Who amongst the many activities springing from his connection with great financial and business undertakings has contributed of his time as well as of his money, his talent and his taste, to the promotion of the Fine Arts, especially of music and the drama; and who has also shown the breadth of his interests and the thoroughness of his education by numerous writings upon economic and social questions.

"Miles Poindexter: In a long political career as judge, representative in Congress and Senator of the United States, exhibiting not only fidelity to duty but



a rare fearlessness in speech and in conduct that shows what's in a name—the interpretation of his being: Miles, **miles**, Latin for soldier; Poindexter, **poing dextre**, French for 'right fist'—A right-fisted soldier, may he continue to give strong blows in his battles for law, order and progress, and against the interacting forces of greedy monopoly, political corruption and sedition, open as well as covert.

"John Du Bois Teller: Lawyer and jurist; former Democratic nominee for judge of the Court of Appeals of the State of New York; for a half century in the active practice of the law; grounded in its principles; familiar with its precedents; ever an exemplar of its ethics."

The President then said:

"By authority of the Board of Trustees, I hereby admit these recipients of honorary degrees to all the privileges pertaining to these degrees in the fellowship of the Alumni of the George Washington University."

In a very brief address President Collier congratulated the graduates and spoke of the present condition of the University. He also called attention to the special bulletin which had been prepared giving information with regard to the Hospital and the Schools of Medicine, Dentistry and Pharmacy.

After the benediction had been pronounced by Rev. Dr. Smith, the academic procession moved out of the hall.

In the evening at eight o'clock a dinner was given at Rauscher's in honor of the recipients of honorary degrees. Trustees, councillors, members of the faculty and alumni were present. The Honorable H. B. F. Macfarland served as toastmaster, and introduced President Collier, Senator Poindexter, Judge Day, Judge Teller, Mrs. James Carroll Frazer, Miss Sedgley, Admiral Brownson, Mr. Louis Hertle, Miss Eliza Scidmore and Dean H. L. Hodgkins, who delivered short speeches.

BIOGRAPHICAL SKETCHES OF RECIPIENTS  
OF HONORARY DEGREES, TAKEN FROM  
"WHO'S WHO IN AMERICA," 1918-19.

DAY, WILLIAM A., lawyer; b. Wilmington, Del.; s. Isaac and Mary (Lowe) D.; auditor U.S. Treasury Dept., 1885-9; spl. assist. to atty-gen. of U.S. in cases under the interstate commerce and anti-trust laws, 1901-3; asst. atty. gen. U.S. in charge of prosecution of trust cases, Mar., 1903-5; v.-p. Equitable Life Assurance Soc. of U.S., 1906-11, pres. April 20, 1911—; dir. Manhattan Ry. Co., Nat. Bank of Com. Clubs: Metropolitan (Washington), Metropolitan, Bankers' (New York). Home: 130 E. 67th Street. Office: 120 Broadway, New York.

KAHN, OTTO HERMANN, banker; b. at Mannheim, Germany, February 21, 1867; s. Bernard and Emma (Eberstadt) K.; father came to America, 1848, became naturalized Am. citizen, returning to Germany 10 years later; ed. coll. in Germany; served 1 year in German Army; m. Addie, d. Abraham Wolff, of New York, 1896. After army service learned banking in Germany, and afterward was 5 years in London branch Deutsche Bank; came to U. S., Aug., 1893; with banking house of Speyer & Co., 1893-5; traveled in Europe, 1895-6; mem. banking firm Kuhn, Loeb & Co. since Jan. 1, 1897; dir. Equitable Trust Co., U. P. R. R. Co., Ore. Short Line R. R. Co., Morristown Trust Co., Am. Internat. Corp'n. Hon. dir. Royal Opera, Convent Garden, London; Chmn. Met. Opera Co., French Theater of New York, French-Am. Assn. for Musical Art; treas. New Theater Co.; trustee Mass. Inst. Tech., Rutgers Coll.; treas. League for Nat. Unity. Home: 8 E. 68th St. Office: 52 William St., New York.

POINDEXTER, MILES, senator; b. at Memphis, Apr. 22, 1868; s. William B. and Josephine Alexander (Anderson) P.; ed. Fancy Hill Acad., Va., and Washington and Lee U.; LL.B., Washington and Lee, 1891;



removed to Walla Walla, Wash., 1891; m. Elizabeth Gale of Walla Walla, June 16, 1892. Elected pros. atty. Walla Walla Co., 1892; located at Spokane, Wash., 1897; asst. pros. atty. Spokane Co., 1898-1904; judge Superior Ct., 1894-8; mem. 61st Congress (1909-11), 3d Wash. Dist.; U. S. Senator from Wash., terms 1911-17, 1917-23. Republican. Address: Spokane, Wash.

TELLER, JOHN DU BOIS, lawyer; b. Sandy Hill, Washington Co., N. Y., May 11, 1845; s. Benjamin F. and Elizabeth (Du Bois) T.; A. B. Williams College, 1867; admitted to bar, 1870; unmarried. Recorder City of Auburn, 1877-80; surrogate Cayuga Co., 1884-9; nominee for justice Supreme Court, 1887, for judge Ct. of Appeals, 1895, for state senator, 1898; Democrat. Trustee Cayuga Co. Nat. Bank. Clubs: Williams College (New York), Auburn City, Owasco Country. Address: Auburn, New York.

## EDUCATION AND CHARACTER

### CONVOCATION ADDRESS

By Hon. Miles Poindexter

United States Senator from the State of Washington

As this University, bearing the great name of the chief of the founders of the Nation, takes up the work of another year, the value and responsibility of university education is greater than ever.

Education does not consist of mere learning. Learning is a means as well as a result of education, but a more important part of the work of a college is the training of the mind. It is the fitting of the intellect as an agency of life; a development of the mental faculties so that they will be capable of solving correctly the practical and ever-changing problems of existence.

Vast information is highly desirable, and a reasonable amount of knowledge is necessary. But correct thinking is far more essential. Information can be acquired, by effort, when needed; but the ability to reason logically to correct conclusions in the complicated affairs of real life is only possible if the faculties of the mind are trained and developed.

To so develop the intellectual faculties, rather than the mere collection of information, is one of the chief elements of education. But a proper education should include much more than that, essential though that may be. As reason is greater than mere learning, character is greater than reason. Character may be greatly aided by the acquisition of knowledge and the training of the mind, but it includes much more than that. As character is deeper than intellect it is of slower growth. It is the slow product of the influences of life upon the mind and heart of man. Character is the composite result of physical, mental, moral and spiritual qualities.

The best education should include the development of all these as means towards what should be its highest goal—the shaping and the strengthening of the



characters of men and women. Its chief care should be to discover, if possible, the moral and spiritual as well as the mental faculties of its students.

Character cannot be completely defined. It is that subtle force, varying in every individual, which directs his conduct in life. It may lie dormant in the routine of normal times and suddenly rise to heroic action in a great emergency. It is that undying flame which blazed in the heart of John Paul Jones, and burned the brightest in the darkest hour. It is that quiet but unfathomable faith that carried Stonewall Jackson to his victories. It often displays its most mysterious manifestations in the intuition, the courage, and devotion of women. It is the loyalty and truth of Joan of Arc, the mighty patience and devotion to principle of George Washington. It displays itself in the industry and courage of that countless army of men and women who have set up and preserved the high standards of American life.

To develop character should be the chief aim of education.

The world has been stirred to its very foundations by revolutionary doctrines. The great war, which threatened liberty and civilization, was but one of the results of the new order of morals. Strange doctrines have a wide acceptance. A new order is proclaimed, and we may well beware that, instead of a new order, it does not develop into a new and chronic disorder. As the mingling of peoples in new modes of life spreads devastating physical disease in the world, so the overturning of old standards has spread moral and mental epidemics from continent to continent.

The idea has been inculcated that, by some mysterious process, comfort and happiness can be obtained without that labor and struggle which has heretofore been the only path to success. Men have been taught that by some subtle formula, as though by the move-

ment of a magician, all that the heart desires can be obtained without effort. Let us beware of "exchanging old lamps for new," lest in the grasping at some brilliant but insubstantial bauble we lose Aladdin's lamp. Though perhaps dingy and old, as in the profound metaphor of the eastern tale, it has revealed the magic riches of civilization.

In these times of moral revolution and spiritual confusion a greater responsibility rests upon those who have the privileges of a university education. We find even in the United States a widespread and powerful propaganda, teaching repudiation of the precepts of government and religion upon which our institutions are founded. The ten commandments, whose inherent justice is imbedded in the laws of every great civilized nation, are flouted and ridiculed. The moral precepts of the Christian faith are denounced in countless printed appeals freely circulated throughout the country. It is a time of loose thinking, when the trained mind of the university student is needed to teach the truth. No sudden creation of mind can take the place of the experience of ages. There are certain fundamental principles of government, which have been evolved through the struggle of centuries, to which we must adhere if we are to preserve our institutions. That character which should be the aim and supreme object of education is needed now, as never before, to combat error.

No degree of mere intellectual brilliancy is of much benefit to the world unless it is accompanied by what is called common-sense. There are a great many examples, in the practical affairs of the day, of attractive programs of government or political economy, which are dangerous because based upon unsound premises. Well-intentioned error has brought as much suffering to mankind as positive vice.

A brilliant professor in one of our great universities has given widespread publicity to a plan which he has evolved in his mind for stabilizing the standard of value



and overcoming hard times by the simple process of substituting for the present gold dollar, which has been accepted by the commercial world as the most stable measure—a market-basket full of flour, meat and potatoes—and, strange to say, his proposition has received serious consideration. It is an example of intellectual reasoning without the saving grace of common-sense. He overlooks apparently the simple fact, which is obvious to everybody else, that the value of such unsubstantial objects as a market-basket of perishable food depends upon widely varying conditions from year to year, and that, by such a plan, instead of stabilizing the standard of exchange he would destroy it altogether.

An able lawyer, supported by powerful industrial organizations, has seriously proposed to Congress to solve the transportation problem by the brilliant expedient of acquiring at the expense of the people, through taxation, the railroad of the nation, and then delivering them over to the possession, operation, and control of the officials and employees. This, strange to say, has received serious consideration from many people. It also overlooks one of the fundamental truths of life. Aside from the essentially immoral suggestion of giving this vast property to the use and enjoyment of those who have never earned it, he overlooks the inherent selfishness upon which nature and human nature is founded. He ignores the fact that the control and possession of this greatest and most essential of the Nation's interests would be used by those who operated it primarily for their own benefit and emolument, rather than for the public good, at whose expense they acquired it.

The false doctrine is taught that the wealth of the world belongs to the so-called laboring class, and the false assertion is made that it was produced by the present wage earners, engaged in industry of various kinds, and that, consequently, they should possess it. This false theory overlooks the fact, in the first place,



that the laborers engaged in industry have received the wages of their labor. It overlooks also the obvious truth that the accumulated wealth of the world, in so far as labor enters into it, is the product of thousands of years of generations of labor, upon the fruits of whose industry the communists of today have no claims whatever. This revolutionary doctrine, which is at the basis of a great part of the present industrial disorder and the epidemic of strikes which is curtailing production and increasing the high cost of living, ignores the fact that the labor at present engaged in the operation of the industries of the world is but a very small part of the influences which created them. The accumulated wealth of the world is the result of the sacrifices and efforts of men in a myriad of activities. It is the composite product of thinkers, as well as workers, of discoverers, of soldiers, of inventors, of statesmen, as well as of the captains of industry whose judgment enters into the location, organization, promotion, and management of enterprise.

We find taught, even in our universities, the doctrine that property should not be owned by the individual and that whatever are called vested rights should be abolished. The basic element in a vested right is the right of the laboring man, in whatever line of activity he may be engaged, whether the student in his library, the scientist in his laboratory, the working man in his mill—to labor as he sees fit, and to possess and enjoy the wages of his labor, and to accumulate these wages, if he can, and transmit them to his family. This is the essence of liberty, and it is menaced by economic and industrial revolution. Its overthrow means the overthrow of society and ultimately the destruction of civilization. The worst sufferer in such a revolution would be the working man. It would lead, inevitably, to a rule of force, or that which is boldly proclaimed as the dictatorship of the proletariat.



This is another example of loose thinking, an error of logic. If government is based upon force, one is as much entitled to use force as another. The result would be that the strong would prevail and that the weak would become subject to them. It would be a return to the serfdom and the feudalism of the middle ages, out of which the working man of America, inheriting, from generation to generation, the progress of his fathers, has by slow degrees reached his present high state. The working man, above all others, is interested and concerned in the maintenance of those principles of government exemplified in the free democracy of America.

To those who go out into the world from the portals of this university there is the high calling and privilege of utilizing the moral and intellectual weapons with which they are here equipped, to expose these fallacies and preserve the great truths which have brought us to our present station.

## THE NECESSITY OF AN AMPLY ENDOWED AND FULLY EQUIPPED MEDICAL SCHOOL IN THE NATIONAL CAPITAL.

The Board of Trustees of George Washington University, believing that there should be an amply endowed and perfectly equipped medical school for white students in the City of Washington, and the George Washington University having a medical school as one of its integral parts, begs the public's consideration of an appeal to aid this school and place it upon such foundation as will make it a most highly efficient medical teaching institution.

In presenting an appeal for financial aid, it seems that this plea should be based upon proof that there is need for the institution for which assistance is asked.

This is particularly true in view of the existing and probable future condition of medical education in the United States. There have been many more medical schools in this country than were needed to prepare medical practitioners. Many of the schools were of low grade and educationally inadequate. This condition still obtains to an extent, though to less degree than at the time of the epoch-making report by Abraham Flexner in 1910 and the beginning of the work of the Council on Education of the American Medical Association, whose first effective public act was a classification of Medical Schools. The work of improving medical educational conditions so initiated has greatly reduced the number of medical schools and has much increased efficiency in medical training. This decrease in number of schools and this increase in efficiency has not as yet done away with all undesirable schools nor has it raised efficiency in all of the schools to an adequate degree. For these reasons, in making plea for aid for any school not perfectly equipped, sufficient evidence should be furnished to prove that the institution asking aid has that reason for being which warrants its continuance.



It is submitted that the Medical School of George Washington University is such an institution in that there is need of a highly efficient and well-endowed medical teaching and research institution in the City of Washington, and that there should be a hospital of highest grade connected with it.

In addition to reasons which the University authorities desire to submit as cogent for the permanent establishment of such a Medical School in the City of Washington, the Board of Trustees feel it desirable to state plainly the past history and present condition, the progress and the conduct of the school, in order that all facts relating to it may be clearly evident. The facts regarding the School and the arguments for financial aid, in order to make it most serviceable, will be presented under the following heads:

1. The George Washington University Medical School.
  - History and Educational Progress.
  - Student Body.
  - Pedagogic Methods.
  - Standing of Graduates.
  - Educational Recognition.
  - Premedical Students.
  - Finances—Endowments.
  - Practitioners of Medicine in the District of Columbia.
2. Need for a Medical School in the City of Washington.
  - Local—General.
3. Advantages offered in Washington.
  - General—Research—Subsidiary Teaching.
4. Hospital Needs of the City.
  - General—Teaching.
5. General Medical Situation in the United States.

## HISTORY.

### Educational Progress.

The Medical School is now in its ninety-fourth year, having opened in March, 1825. It is the seventeenth medical teaching institution in the United States, in chronological order of establishment. It has given degrees to 1,460 graduates in Medicine. Its sessions have been continuous with the exception of 1864-65, when the school was suspended on account of the Civil War.

In 1866, Mr. W. W. Corcoran deeded to the University a building and site on H Street, N. W., accompanying the deed with a letter saying that the property was for the Medical School.

In 1902, the old building on this site was replaced by the one now used by the Medical and Dental Schools. This site is now valued at approximately \$200,000.00, exclusive of building and equipment.

In 1898, the University converted one of its buildings adjoining the Medical Building into a University Hospital and Dispensary, and in 1903 an addition materially enlarging the hospital was built.

The Hospital site is now valued at approximately \$500,000.00.

For many years the school had late afternoon and evening sessions, but in 1908 the University directed that all such classes be discontinued and that day sessions only should be held. This was the first step toward modernizing the school.

In 1909 the School was reorganized and new ordinances were adopted by which the school, the hospital and the dispensary were completely amalgamated according to the most approved ideas for medical teaching.



The Department of Medicine of the University thus became a complete medical educational unit, consisting of a Medical School, a University Hospital and a University Dispensary. The Hospital and Dispensary came under the same management as the school, and the clinical teachers in the school took charge of the clinics in the Hospital and Dispensary, so that the work in the School, Hospital and Dispensary was completely correlated and entrance requirements on a basis of four years of high school were strictly enforced.

The reorganization and betterment of the Medical School was recognized by the Council on Education of the American Medical Association and the School was classed "A," a standing which it has since maintained.

The effect of higher standards in the school was shown by a marked decrease in matriculants, for, while in 1908 there had been thirty-two freshmen, only thirteen registered in 1909. The improvement in the School soon evidenced itself. In 1910 the freshman class numbered twenty-five; in 1911, twenty-nine; in 1912, forty-six, and in 1913, seventy-six.

In 1914, the premedical entrance requirement was raised to one year of specific college work, and to meet this, a premedical course had, by advice of the Medical School, been instituted in 1913 in the Department of Arts and Sciences (Columbian College) of the University.

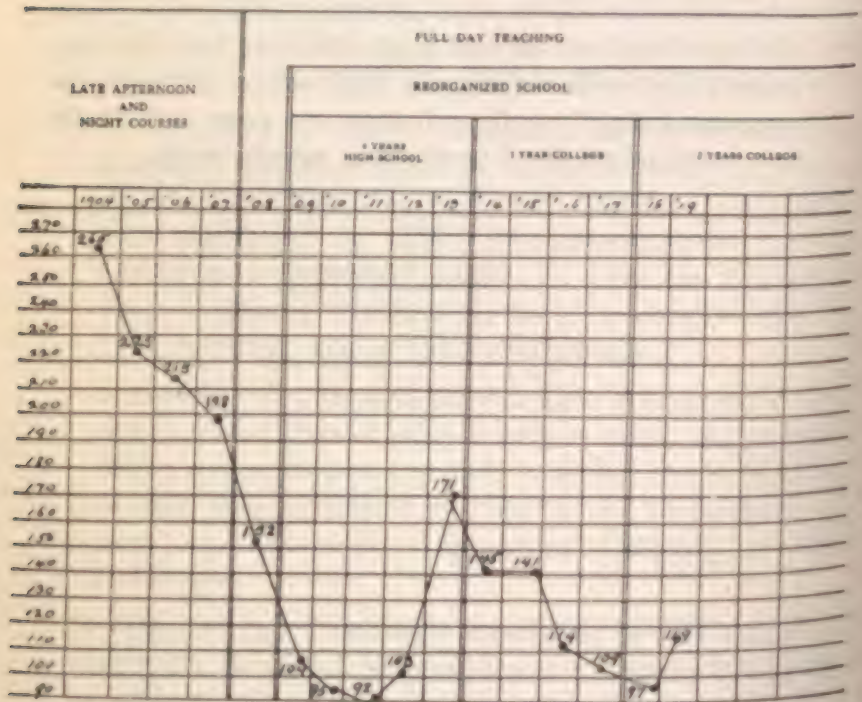
The raising of entrance standards, as was expected, caused a drop in first-year students, twenty-two being matriculated in 1914. In three years this number had increased to forty-two, when to meet the demands of the American Medical Association, the entrance requirements were raised to two years of college work, and in 1918, the number of freshmen dropped to twenty-three. The number in the present session, 1919-20, is twenty-five, and the total number of medical students is one hundred and seventeen, against ninety-seven in 1918-19, a gain of twenty.

Including its reorganization in 1909, the school has had three elevations of entrance standards. With each, the matriculants have been decreased only to gradually increase in number. As no further advance in premedical requirements is contemplated by the American Medical Association, the acute oscillations (Diagram 2) due to change of these requirements will not occur in the future, and the Medical School, if adequately maintained, will soon reach a normal, and that normal undoubtedly will be the full number which the school can accommodate.

It will be seen that in the past eleven years the school has passed through all stages of advance from giving late afternoon and night teaching to a full day course, first with a four-year high school entrance requirement rigidly enforced, then one year and finally two years of required premedical college work.



**DIAGRAM 1**  
 SHOWING THE OSCILLATIONS IN THE NUMBER OF  
 MEDICAL STUDENTS  
 GEORGE WASHINGTON UNIVERSITY  
 ENROLLED YEARLY FROM 1904 TO 1919 INCLUSIVE





MILES POINDEXTER  
OTTO H. KAHN

WILLIAM A. DAY  
JOHN D. TELLER





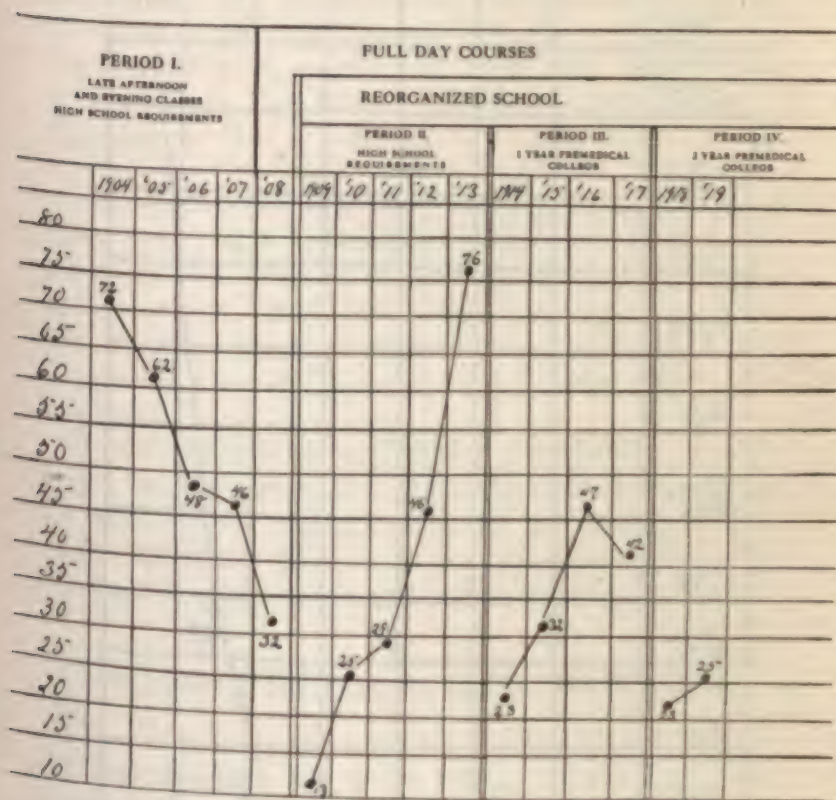
THE BUILDING OF THE MEDICAL AND DENTAL SCHOOLS  
1315 H Street  
(The Hospital and Dispensary buildings are immediately adjacent. See illustration.)

## DIAGRAM 2

SHOWING THE RANGE OF MATRICULATION OF  
FIRST YEAR MEDICAL STUDENTS

GEORGE WASHINGTON UNIVERSITY

FROM 1904 TO 1919 INCLUSIVE, COVERING FOUR PERIODS



In the 1st period the 1st year matriculants dropped from 72 to 32.

In the 2nd period the 1st year matriculants rose from 18 to 76

In the 3rd period the 1st year matriculants has risen from 23 to 47 and 42

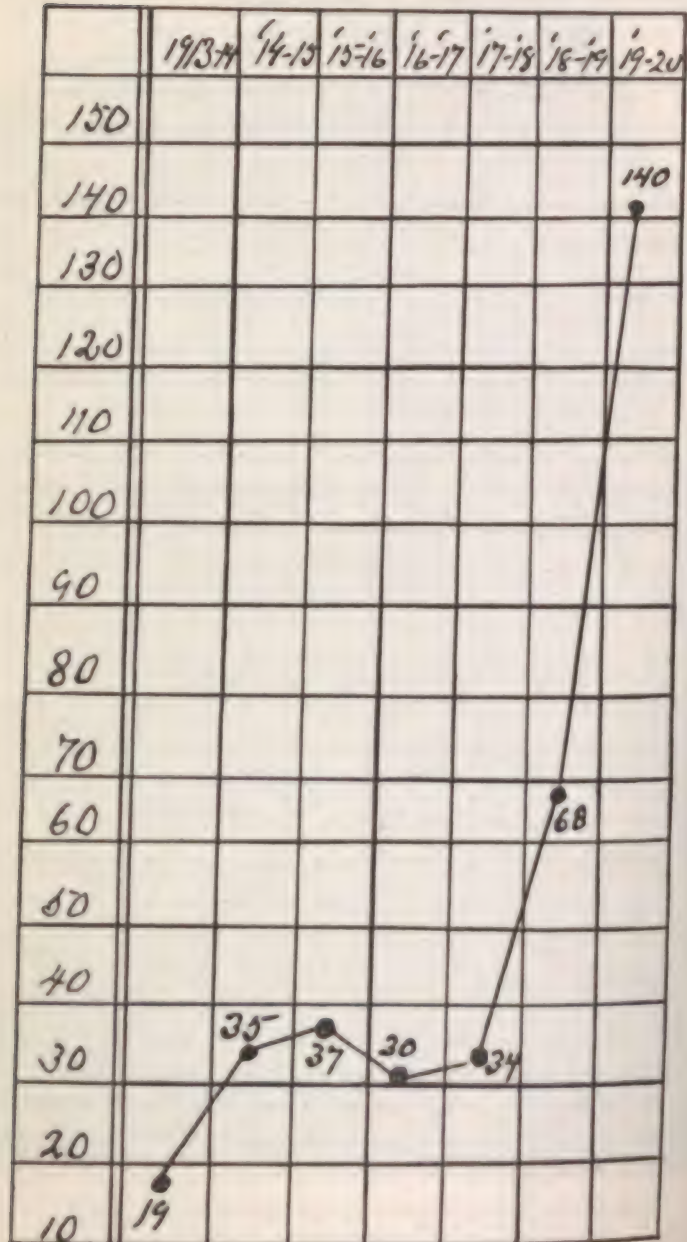
In the 4th period the 1st year matriculants rose from 23 to 25 with prospects of considerable higher number next year.



### DIAGRAM 3

SHOWING ATTENDANCE OF STUDENTS IN  
PREMEDICAL COURSES

GEORGE WASHINGTON UNIVERSITY



## STUDENT BODY.

As a result of the changes in entrance requirements, the student body, during the eleven years of advance, was subject to great yearly oscillations (Diagram 1), and has materially changed in character, steadily bettering.

On account of the great variation in size of the different classes incident to quickly raised entrance requirements, the variations in yearly total number of students as given in Diagram 1 is not as significant as the variation in number of first-year matriculants as influenced by raised standards, and shown in Diagram 2.

The attendance and matriculation curves, shown in Diagrams 1 and 2, indicate a basic stability in the school in that after its reorganization, as well as after each elevation of entrance requirements, while there has been a temporary decrease in matriculants, this depression has been followed by a marked rebound.

It is submitted as arguing for the stability and demand for the school that it has been able to continue its work with a continuous class "A" rating in spite of the difficulties incident to the enforcement of higher standards and the great oscillations in its student body.

### Geographical Distribution of the Student Body.

The clientele of the school is not confined to its immediate vicinity, but is so widely distributed as to show that its reason for attracting students is not local or sectional.

Before it became a day school, its students came mainly from the day workers in the Government services in the city. With the institution of day teaching, the number of such students rapidly decreased, and in three years had entirely disappeared.



Our students now come from practically all parts of the United States and from foreign countries.

The District of Columbia naturally has furnished the largest percentage, the average for five years being 34 per cent of the students in attendance, the next in order being New York, Virginia, Pennsylvania, Porto Rico, Maryland, Connecticut, Costa Rica, Illinois, and Ohio, and the remaining scattering as shown in Table I, which shows the geographical distribution for the last five years. It may be noted that with the exception of Virginia, most of our students come from the Northern States.

When evening classes were given, most of the graduates from the departments remained in the city. Under present conditions, this no longer obtains, and, in fact, during the past ten years, few of our graduates, even those from the District, remain in the city to practice. Our school in this particular now functions as does any other medical school.

**TABLE 3.**

**Geographical Distribution of Students, George Washington University Medical School, 5 years.**

	1915-16	1916-17	1917-18	1918-19	1919-20
Alabama .....	.	1	1	1	.
California .....	2	.	.	1	1
Colorado .....	.	.	.	.	1
Connecticut .....	6	2	1	3	3
Delaware .....	.	.	.	.	1
District of Columbia...	46	41	37	46	35
Florida .....	1	.	.	.	2
Georgia .....	1	2	.	.	2
Illinois .....	4	3	1	2	2
Indiana .....	1	.	.	.	.
Kansas .....	.	1	.	.	1
Kentucky .....	1	.	.	.	.
Louisiana .....	.	.	.	.	1
Maryland .....	2	3	5	4	5
Massachusetts .....	2	2	3	1	2
Michigan .....	.	1	1	2	3

TABLE 3.—Continued.

	1915-16	1916-17	1917-18	1918-19	1919-20
Minnesota .....	1	1	1	.	.
Missouri .....	.	.	1	.	.
Nebraska .....	.	.	1	.	.
New Hampshire .....	1	1	1	.	.
New Jersey .....	1	2	.	.	.
New Mexico .....	4	2	1	.	1
New York .....	14	7	7	3	12
North Carolina .....	1	2	2	3	3
North Dakota .....	.	.	.	.	1
Ohio .....	2	2	3	2	1
Oklahoma .....	2	1	.	.	.
Oregon .....	1	.	.	.	.
Pennsylvania .....	7	9	13	7	8
Rhode Island .....	2	1	.	.	1
South Carolina .....	.	.	1	1	3
South Dakota .....	.	.	.	.	1
Tennessee .....	4	2	2	.	1
Texas .....	1	.	2	2	.
Utah .....	.	.	1	2	6
Vermont .....	.	.	1	1	.
Virginia .....	11	8	9	8	8
Washington .....	1	1	.	.	.
West Virginia .....	3	.	.	.	.
Wisconsin .....	3	3	1	.	1
Costa Rica .....	.	4	3	3	3
Porto Rico .....	7	5	4	2	3
Honduras .....	.	1	1	1	1
Panama .....	1	.	.	.	.
Columbia .....	1	1	.	.	.
Philippine Islands .....	1	.	.	.	.
Canada .....	1	.	.	.	.
Italy .....	1	1	.	.	.
Sweden .....	1	.	.	.	.
Greece .....	.	1	2	.	1
Germany .....	1	1	.	.	.
Egypt .....	.	.	.	1	1
India .....	1	.	.	.	.
Natal, South Africa .....	1	1	.	.	.
China .....	.	1	1	1	1
Japan .....	.	.	.	.	1
Persia .....	.	.	.	.	1
Total .....	141	114	107	97	117



## PEDAGOGIC MANAGEMENT.

Since its reorganization in 1909, the school has been continuously conducted by the same management and strictly according to its "Ordinances" and the rules for admission and advancement of students laid down in its announcements.

Entrance requirements have been rigidly enforced. No conditions have been allowed other than those sanctioned by the Council on Education of the American Medical Association. All entrance credentials have been verified from the original sources and are kept on file in the Dean's Office.

No "equivalents" or "examinations" have been allowed.

No certificates have been accepted except from "approved" or "accredited" high schools and colleges.

The resources of the Department of Education in Washington and of state educational authorities have been systematically utilized in all doubtful cases.

The practice of referring deficient candidates to a "coach examiner" (Medical Education, page 32) has never been used in the past ten years.

Since the reorganization no quiz compends have been sold on the premises and their use by students is forbidden.

No quiz compend methods are used in the school, and no teachers are allowed to conduct private quizzing. Students who have failed of advancement are not "coached" by the school in order to allow the advancement of deficient students.

No students have been admitted to advanced standing from other Class "A" schools who are not eligible for advancement in the schools from which they came, this being verified by communicating with the schools.

A few students have been admitted from "Class B" schools, but only on verification of entrance credentials and under the restrictions required by the Council on Education. In addition to this, a pre-entrance examination in the medical subjects has always been required. With one exception (this, a student recommended by his former Dean), no student who has failed in his fourth year in another school or who has twice failed in course has been admitted to our school.

The Faculty has constantly adhered to the principles of not continuing weak students. Most of them are eliminated in the freshman year.

The first year under the reorganization, it was necessary to fail a large per cent of the fourth-year class. With each succeeding year, this became less necessary. Now no student reaches the fourth year who is really not capable of graduating.

It is believed that all the methods of medical schools criticised in "Medical Education" relative to admission, advancement, and graduation of students, so far as they existed here, have been conscientiously rectified.

In the first two years of the course, which are mainly devoted to laboratory work, the school has, in spite of restricted means, been able to do very good work.

The laboratories are quite well equipped (much better than when inspected by Flexner in 1909), and full-time teachers are employed in Anatomy, Histology and Embryology, Chemistry, Pharmacology, Bacteriology and Pathology.

Fortunately, these teachers, while not large salaried, have been capable, conscientious and enthusiastic. As an example, one who receives a meagre salary recently declined an offer from a commercial plant as bacteriologist at more than double his salary as professor in the Medical School, so great was his devotion to his profession of teaching.



In the clinical years of the course, the instruction has not been as wholly satisfactory to the authorities of the school. The school has labored under many of the difficulties set forth in "Medical Education," Chapters VI and VII.

Recognizing the difficulties, every effort under the circumstances has been made to overcome them as far as possible.

The clinical material in the city is abundant, but aside from the University Hospital (56 clinical beds) and the University Dispensary (about 4,000 visits annually), dependence has had to be placed upon voluntary clinics in other hospitals. These clinics in the main have been good, but through lack of money it has not been possible to correlate and supervise them as could be done with a paid Director of Clinics and salaried clinical teachers. If such a control could be had the clinical years could be made highly efficient.

### **STANDING OF GRADUATES.**

While the percentage of success and failures of graduates from a medical school in State Board Examinations is not entire proof of a school's educational efficiency, it is at least indicative.

If in addition to few failures before State Boards, it is known that a school employs no quiz compend methods and does not practice exclusion by rigid final examinations only, its standing is more clearly evidenced. This is the situation with our school.

A comparison of percentage of failures before State Boards of graduates of certain medical schools, compiled from official records and published in The Journal of the American Medical Association, Table A. State Board Numbers, covering five years up to December 31, 1918, shows:

	Failures
George Washington University.....	6.8%
Columbia University (P. & S.), of N. Y.	10.5%
Harvard University Medical School...	5.0%
Johns Hopkins University.....	4.9%
University of Pennsylvania.....	5.3%
University of Buffalo.....	11.8%
Medical School of Virginia.....	13.1%
<hr/>	
Average, all medical schools, United States and Canada.....	15.9%

Comparing George Washington with Columbia, Harvard, Johns Hopkins and the University of Pennsylvania is sufficiently severe; yet this shows only 1.8 per cent more failures than Harvard, 1.9 per cent more than Johns Hopkins, and 1.5 per cent more than the University of Pennsylvania, while compared with the average of all schools is 9.1 per cent better or less than one-half as great.

In considering this showing, due weight should be given to the fact that the institutions whose records are slightly better than ours are heavily endowed and spend annually thousands of dollars above the amount collected as student fees.

## EDUCATIONAL RECOGNITION.

Our Medical School has always been Class "A" by the Council on Education, American Medical Association. It now meets all the premedical and medical requirements of every State Medical Examining Board in the Union.

Its graduates are eligible for all Government examinations, including those for appointment to the Medical Department of the Army, the Navy, and the Public Health Service.

It is accredited by the Royal (combined) Medical Examining Boards of London, England. There are but nineteen of the eighty-six medical schools in the



United States which have the distinction of this recognition, and our school is the only one in the District of Columbia and the only one south of Johns Hopkins University so accredited. A graduate of our school, upon presenting his diploma, can be admitted to the fifth year in any medical school in England, and upon the completion of it and upon taking the final examinations, can be registered to practice anywhere in the British possessions.

### **PREMEDICAL STUDENTS.**

In 1913, by advice of the Medical Faculty, a pre-medical course, according to the requirements of the Council of Education, American Medical Association, was established in the Department of Arts and Science of our University.

The first class numbered nineteen. The present class (1919-20) has one hundred and forty members.

The curve of attendance in the premedical courses in our university is shown in Diagram 3.

The holding down of the number of students in 1915-'16-'17 was probably due to the war.

Diagram 3 is submitted as showing the readiness with which students have accepted the added college premedical requirements.

In this year's (1919-20) premedical class there are

- 91 first-year students
- 41 second-year students
- 7 third-year students
- 1 fourth-year student

There will, therefore, be approximately fifty pre-medical students from our University who must be accommodated in some medical school next year, and who would naturally prefer our own.

## FINANCES—ENDOWMENTS.

In 1866, Mr. W. W. Corcoran deeded to the University the site now occupied by the Medical Building—accompanying the deed with a letter stating that the property was for the Medical School.

This site is now worth approximately \$200,000.00. The building is worth another \$100,000.00. The University had a school building on adjoining land. This was turned into a hospital and dispensary in 1898, and in 1903 a new building was added, the whole now constituting the University Hospital and Dispensary.

In 1910 the finances of the University reached their lowest point. Following an auditing of the financial conduct of the University by direction of the Attorney General of the United States, the University authorities paid all mortgages on the Medical School and Hospital property and then executed a trust thereon to secure the \$350,000.00 of University endowments, which had largely been put into these buildings. This trust is without interest and allows use by the University of the property. This property has an estimated value of \$700,000.00 to \$800,000.00. The Medical and Dental Schools, therefore, since 1910, have had the use of endowment and property of the University to this amount.

Besides the use of this property, the school and hospital have the following endowments:

### *Cooper Medical Research Fund:*

Bequest of Mrs. Eleanor J. Cooper, of Washington, D. C., in 1905, to Columbian University on certain terms since modified by the Supreme Court of D. C. as follows: The income to be devoted towards the establishment and maintenance, in connection with the Medical Department of George Washington University, a Research Laboratory, the work of this laboratory to be devoted to the investigation of the nature, causation, prevention, and cure of malaria and other infectious and contagious diseases .....

\$10,000.00

### *National Park Seminary Hospital Endowment Fund:*

Gift of students of National Park Seminary, of Forest Glen, Maryland, in 1906, to George Washington University, for the endowment of a bed in the University Hospital .....

500.00



*Woodbury Hospital Endowment Fund:*

Bequest of Miss Ellen deQ. Woodbury, of Washington, D. C., in 1909, to George Washington University for the reception and treatment of female patients in the hospital belonging to or connected with the University..... 9,583.33

*Chapman Hospital Endowment Fund:*

Bequest of Mrs. Susanna A. Chapman, of Washington, D. C., in 1911, to George Washington University, to be used for the purposes of the free wards of its University Hospital ..... 1,350.90

*Tree Hospital Endowment Fund:*

Bequest of Lambert M. Tree, of Chicago, Illinois, in 1911, in memory of his mother, Mrs. Laura M. Tree, to Columbian University, for the purpose of establishing one or more beds in perpetuity in the University Hospital to be known as the "Laura M. Tree bed or beds"..... 10,000.00

---

\$31,434.23

The financial crisis of the University in 1910 necessitated a complete readjustment of University methods.

The trustees instituted a new regime, requiring the payment of all past obligations, the securing of all endowments, and the holding of expenses within the income.

This necessitated that the Medical and Dental Schools and the Hospital be run upon their receipts, mainly from pay patients and student fees, or that they be closed. The Medical Faculty determined to make the attempt to continue the Medical School without cost to the University, and from 1910 to 1918 succeeded in doing so. This attempt was considered justifiable under the circumstances, first, since the school was maintained in "Class A"; second, because of the belief that an ample endowment for the Medical School would ultimately be obtained.

Up to 1918, the Dental School had been conducted, in all but its Infirmary, by night teaching. The cost of the strictly dental maintenance was less than receipts from dental students' fees, and the balance was used to aid in maintaining laboratories and paying the full-time teachers.

Parenthetically, it should be stated that at no time were medical and dental students mixed for instruction in the same classes, either didactic or laboratory.

In 1918 the Dental School was reorganized, made a day school, and the course extended from a three to a four year course.

Immediately, the Dental School became a financial liability instead of an asset.

As a result, the Medical and Dental deficit for the fiscal year 1918-19 amounted to \$10,875.58.

The budget for the schools for 1919-20 (copy herewith) amounts to \$48,884.00, while the estimated income is \$30,125.00.

It is evident that to continue in a creditable and efficient manner the Medical School must have an income considerably in excess of its student fees.

During the Medical School's existence of nearly a hundred years it has been subject, during all that time, to all the restrictions due to lack of financial support. In consequence, unlike more fortunate schools, it has never been able to march in the forefront of medical advance, but has been obliged to content itself with maintaining a creditable position in the general column. The time is past when it should be content with such position.

The time has come when for the best interest of all a Medical School should be able to do its full duty not only in teaching but in advancing medical knowledge.

### **PRACTITIONERS OF MEDICINE IN THE DISTRICT OF COLUMBIA.**

The District of Columbia has long suffered from the obloquy of a reputed inordinate ratio of physicians to population, and this has been used as an argument against maintaining medical education here.



This high ratio has been obtained in two ways: First, by listing an erroneously high number for practicing physicians in the District; and, second, by comparing the District with States.

A careful survey of all facts leads to the definite conclusion that in the District of Columbia many more Doctors of Medicine are carried on registers and directories than are engaged in practice.

The American Medical Directory (1918) gives the number of physicians as 1,237, the population of the District as 358,679; a ratio of 1 to 289.

The Health Office of the District gives 2,072 as the total number of licenses to practice in the District.

The Statistician of the Health Office writes that 2,072 covers all entitled to practice to whom licenses have been issued since 1896, twenty-three years ago; that the office has no knowledge of how many have left the District, are not practicing, and only of such deaths as have been reported, but that it now has only about 600 names on its active mailing list.

The American Directory's number is not that of actual practitioners, as it includes all medical officers of the Army, the Navy and the Public Health Service on the active list stationed in the city and all retired officers of these services living in the District. Practically all these are non-practicing. In addition, the directory gives the names of all graduates in medicine working in the civil services, such as the Pension Office, etc.

The District of Columbia as a community is unique in the large number of non-practicing physicians living in it and charged against it in directories. No other city or political division of the country has any such condition, and yet in enumerating practitioners and compiling ratios, this fact has never been taken into account, and consequently extremely erroneous conclusions have been reached.

A far better guide than any other as to physicians actually practicing, so far as the District of Columbia is concerned, is afforded by the Telephone Directory. Now-a-days any doctor who has no telephone or telephonic communication can be counted as negligible in estimating the total of practicing physicians.

There are 756 physicians and surgeons listed in the Telephone Directory of Washington and vicinity as living or having offices in the District of Columbia. Some of these are Government and health officers, doing no practicing, but they may be included to offset the few physicians who may be practicing, but have no telephones.

The last police census, made in 1917, gave the population of the District as 396,000. It is now considerably over 400,000, probably 415,000 to 425,000.

Taking 756 as the number of practitioners and 400,000 as the population, the ratio is 1 to 529.

If the Health Office mailing list of 600 is taken, the ratio would be 1 to 666.

With 756 physicians with telephones and some 600 only on the active mailing list of the Health Office, it is evident that it is a gross error to charge the District with some 1,200 practicing physicians and count it as having a ratio of about 1 to 300, when, in fact, it has only one physician to about 600 inhabitants.

Further, the District of Columbia should never be compared with States. It should be compared only with cities. The City of Washington now covers the District, and it would be as erroneous to compare the City of Boston with the State of New Hampshire.

With the above in mind, the conclusions usually drawn are greatly changed.



**Comparison with Some Cities, Taken at Random,  
Having Medical Schools, Gives:**

	Physicians.	Population.	Ratio.
District of Columbia	756	400,000	1 to 529
Detroit, Mich.....	1,390	534,717	1 to 393
Boston, Mass.....	1,983	729,632	1 to 367
Richmond, Va.....	1,358	584,605	1 to 430

If in other cities the number of physicians listed in directories is higher than the number practicing, this does not obtain to so great degree as in Washington.

The average ratio for the four cities which are compared with Washington is 1 to 410.

Probably the actual practicing ratio of these cities is approximately 1 to 500, as it is 1 to 600 for the whole United States (Bulletin A. M. A., 1917).

It would appear from this that the economics of demand and supply are about the same for all, and that the conditions of Washington regarding practitioners of medicine is about that of other cities, and not as abnormal as casually supposed. This argument against medical education in the District of Columbia holds, therefore, no more for Washington than for other cities.

**NEED FOR A MEDICAL SCHOOL  
IN THE DISTRICT OF COLUMBIA.**

The local need for a medical school is mainly confined to the benefit to be derived from its influence.

The presence of an efficient medical school and teaching hospital has many benefits to the community in which such institutions are located. These benefits, while not usually fully appreciated, are direct and are exerted in many ways.

Dr. Welch, of Johns Hopkins, has ably pointed out that no hospital fulfills all its functions and obligations to the public unless it (a) cares for the sick, (b)



UNIVERSITY DISPENSARY AND HOSPITAL  
1339 and 1341 H Street



THE NURSES' HOME  
13th and L Streets



W. C. BORDEN  
Dean of Medical Department





THE COLLEGE OF PHARMACY  
(Recently re-opened)  
808 I Street

helps to educate men who are to care for the sick, and (c) aids to advance medical knowledge. Only hospitals attached to medical schools can properly and fully meet all these requirements. As evidence of this, the Johns Hopkins Hospital in Baltimore, the Lakeside Hospital in Cleveland, and the Peter Brent Brigham Hospital in Boston may be cited. The influence of such teaching institutions raises the general professional attainments of the local medical profession, insures the best of health protection and professional care for individuals, and elevates the general educational standing of the community.

It is well known that the highest average of medical and surgical skill obtains in those cities in which efficient medical schools are located. One has but to mention Boston, Philadelphia and Baltimore to evidence this. The influence of a good medical school and hospital is felt throughout the city where it is located. No city having such institutions would consider it other than a calamity to be deprived of them. The elevation of professional standards which works for the good of the community is not confined to the medical men attached to the school, but by contact and competition extends to all members of the local profession.

**The Capital of the United States should be especially considered as entitled to the best of medical professional influences.**

Here is located the central Government, with its many members, from the President down.

The maintenance of health and rapid restoration to health is of national importance in such a community.

The health officers of the District are recruited from the local profession, and their education and ideals are bound to be largely those of their immediate confreres. The same may be said of the District Medical Examining Board. The safeguard of a high professional standing rests with it. Its members will of necessity



be influenced by the local atmosphere. There is now no requirement for premedical education in the District law. Attempts to better the law have met with difficulties due to osteopathic, chiropractic and other cult influences in Congress, urging their recognition, if the law is changed. **To safeguard the community and to influence proper future legislation affecting the medical profession throughout the land, it is necessary that high professional standards be established in the National Capital.**

But it may be argued that equally good results would be obtained if the local practitioners were recruited from good schools elsewhere.

This argument fails for two reasons: First, all schools elsewhere are not good, nor is there immediate prospect of the elimination of all poor schools. Students from both good and poor schools will continue to try to locate in the city. Second, however well grounded in medicine graduates may be, if they go to a city where there is no medical teaching they lose the stimulus which comes from the presence of a teaching institution. Men upon graduation are still in the formation stage. Education in medicine lasts through the life of every practitioner. Those profit most who are in a medical educational atmosphere. The community served by such men is the gainer.

For these reasons it is submitted that only by maintaining efficient medical teaching in the city can the local need for the highest professional influence and skill be assured.

**There is an additional reason for the existence of an efficient medical school and hospital in the Capital.**

The foreign legations are here, and here come visitors from other countries and from all parts of the United States.

For them should be offered the protection given by a profession of the highest order (obtainable only through teaching influences). Moreover, it is not

creditable to the country or to the medical profession that in the Capital of the nation there should be wanting a highly efficient and creditable medical teaching institution.

### **ADVANTAGES IN WASHINGTON FOR MEDICAL TEACHING AND RESEARCH.**

The advantages offered in Washington for medical teaching and research are not only those common to all cities of about its size. **There are certain unique ones.**

The city now covers the District of Columbia and is rapidly approaching the half million mark in population. It is therefore sufficiently large to furnish abundant material for clinical study and this material can be adequately utilized if a proper financially supported system is adopted.

A financially well grounded medical school would have no difficulty in making its clinic years entirely adequate.

Also, the city is constantly growing, and with its growth the clinical opportunities will become greater.

### **SPECIAL ADVANTAGES.**

There are many conditions unique in Washington which are advantageous to medical education and research.

The Library of the Surgeon General of the Army is the largest medical library in the world.

The Congressional Library is an unequalled collection of works on all scientific and general subjects.

Workers from other cities find it necessary to undergo the trouble and expense of travel in order to consult necessary references in these libraries, but to the teachers and research workers in Washington their



great resources are easily and readily accessible. The Army Medical Museum is of the greatest value to medical students and teachers. The Medical Schools of the Army and Navy are also here and lend their stimulating influence. **For any educational foundation to neglect to render all these facilities available to the cause of medical education would be worse than an oversight.**

Congress by joint resolution, April 12, 1892, made the scientific resources of the Government accessible to investigators and students.

“Resolved by the Senate and House of Representatives of the United States of America in Congress assembled. That the facilities for research and illustration in the following and any other governmental collections now existing or hereafter to be established in the city of Washington for the promotion of knowledge shall be accessible, under such rules and restrictions as the officers in charge of each collection may prescribe, subject to such authority as is now or may hereafter be permitted by law, to the scientific investigators and to students of any institution of higher education as now incorporated or hereafter to be incorporated under the laws of Congress or of the District of Columbia, to wit:

1. Of the Library of Congress
2. Of the National Museum
3. Of the Patent Office
4. Of the Bureau of Education
5. Of the Bureau of Ethnology
6. Of the Army Medical Museum
7. Of the Department of Agriculture
8. Of the Fish Commission
9. Of the Botanic Gardens
10. Of the Coast and Geodetic Survey
11. Of the Geological Survey
12. Of the Naval Observatory.”

To these are now added the Bureau of Standards and the Hygienic Laboratory.

It is not necessary to dilate upon the unique and great opportunities for study, illustration and research in chemistry, botany, animal and vegetable physiology,

entomology, biochemistry, bacteriology, pathology, parasitology, physics and other subjects allied to medicine, available to research workers and teachers in a medical school if they are sufficiently salaried and not too overburdened with work to prevent their use of this immense amount of most valuable material.

The value of access to such libraries, laboratories and collections is above estimation. No one can ignore it or belittle it without depreciating books as a source of learning.

The facilities offered by these Governmental institutions for teaching and research of a mutual co-operative nature are unbounded and far superior to those which any medical school may obtain elsewhere, provided the School is properly equipped to co-operate and to utilize the many facilities offered.

Many physicians, investigators and students come to Washington for the express purpose of utilizing the library facilities offered by the Surgeon General's Library and Congressional Library, who would more than welcome the opportunity to carry on their work in conjunction with a well equipped medical school, from the professorial staff of which they could obtain helpful directions and assistance.

During 1918-19 there were six applications to The George Washington University for assistance of this nature. Two were from physicians attached to the Naval Medical School, one from a naval officer attached to the Navy Yard dispensary, and three others from Arts and Sciences graduates working in the Surgeon General's Library and the Museum on various problems.

It would seem a duty to establish here a medical school with a faculty able to take advantage of the wonderful research facilities and aids to improvement of teachers here offered.



### SUBSIDIARY TEACHING.

A Medical School in Washington not only can do teaching for the M. D. degree and research work, but it should do subsidiary teaching also. This teaching should not be for medical credit and should be conducted in the school laboratories, after government hours.

At present there are 107,000 government employees in Washington. Hundreds of these are ambitious for further development, and must obtain instruction in Washington or not at all. The existence of schools in nearby cities is of no value to them. A canvass of government laboratories showed a real demand for laboratories here in which advanced work can be obtained after government hours. A large number of government technicians, and helpers who desire to become technicians, desire instruction after government hours in such subjects as bacteriology, histology, pathology, haematology, helmenthology, and many other biochemical subjects, in order to increase their efficiency in their particular line of work. Such courses must naturally be of an undergraduate nature, adequately and systematically arranged and designed to meet the needs of these students. Here the fully equipped medical school could do a great good in helping these government workers to improve and better fit themselves for their positions. Such instruction would go a long way toward increasing the efficiency of the government laboratories, as well as being of material benefit to the students themselves.

This year (1919-20) a special class is being conducted in The George Washington University Medical School to accommodate applicants for bacteriology of an undergraduate nature (technician's course). There are over twenty-five students registered for this course, representing practically all government laboratories where bacteriological work is done. The work is more particularly devoted to pathogenic bacteriology and a much larger registration might have been obtained if industrial bacteriology was also taught.



Applications for other allied subjects such as anatomy, histology, embryology and pathology are constantly being made but cannot be accommodated because of lack of facilities.

There are many trained scientific workers in the government employ who are desirous of obtaining graduate instruction along medical, sanitary, hygienic, and bio-chemical lines, besides the regular course in medicine. These workers, in the majority of instances, desire this instruction after government hours. There are, however, many who wish it at any time, but particularly in conjunction with investigations they are carrying on for the United States Government. A well equipped medical school with a complete full time professorial staff, would be a great boon—not only for the worker himself but for the community and the whole scientific world. At the present time many government scientists, before beginning the attack upon a problem of some magnitude, obtain leave of absence or are sent by the government to large teaching institutions outside of Washington to obtain certain necessary preparation for the conduct of their work. Here again a teaching institution of the proper caliber in the District of Columbia, would not only be able to prepare the individual for the work at hand, but would be a place for intimate consultation and direction throughout the period of investigation.

Another class of these government scientists are those who wish of their own volition to broaden their knowledge in their own particular work and allied branches. It is out of the question for these individuals to obtain this instruction, except in Washington, without giving up their government positions.

During 1918-19, college graduates in government employ, were registered in The Graduate School of The George Washington University for the following subjects: Bacteriology, 10; physiology, 2; pharmacology, 1; psychiatry, 2; preventive medicine, 6; psychology, 5.



This work was given entirely aside from the regular medical course and had facilities been better a much larger enrollment of students could have been made.

Washington is especially unique in that it is the home of representatives of foreign countries—the seat of the various embassies and legations and high commissions and special commissions. Many of the attaches of these bodies are detailed for study and work of observation in the various government bureaus. Most of them, and others not so detailed, desire university work of a medical, hygienic or bio-chemical nature, and would not only enthusiastically welcome such opportunities, but would look to the National Capital as the seat for higher education and the place for profound research work.

Another class of prospective students, although not so numerous as those above mentioned, who would gladly welcome a chance to attend classes in an adequately equipped medical teaching institution, for study other than the regular course in medicine, are a number of draftsmen and artists from the National Museum, Smithsonian Institution and Corcoran Gallery of Art, who wish instruction in anatomy, both human and comparative; pathology, gross and microscopic, histology and embryology.

To meet the demand of artists a class in human anatomy was conducted in 1918-19, but owing to lack of teachers, though asked for by students, could not be given this session (1919-20).

It is submitted, in view of the above, that the City of Washington offers the facilities usual to large cities, as well as certain important unique aids to medical teaching and also that there are here unusual opportunities for research and for the personal improvement of medical teachers, whose work and influence would be nation-wide; also there is special need in this city for a Medical School so financially supported that it

can meet the local need for medical college laboratory instruction in connection with subsidiary teaching. It is respectfully submitted that The Johns Hopkins Medical School (sometimes spoken of as near by, although in point of accessibility almost as remote from Washington, as the College of Physicians and Surgeons in New York City is from Yale Medical School or the University of Pennsylvania Medical School) can neither take care of the local needs of the District of Columbia, nor give the aid to the scientific workers of the government that is so urgently needed and so strongly desired; nor can it make easily available to the scientific world the great resources of Washington's libraries and museums.

### **HOSPITAL NEEDS OF THE CITY:**

While hospital care of the sick in Washington is good, hospital and dispensary clinical teaching of medical students is not well developed, and hospital aid to increase of medical knowledge is very little.

Exclusive of the hospitals for the Army, the Navy and the Public Health Service, there are seventeen hospitals in the District.

None of these available for clinics, except the Government Hospital for the Insane, are sufficiently financially supported to meet all the requirements of a hospital.

Of these seventeen hospitals—ten are utilized by our school for clinical teaching.

They are:

George Washington University Hospital, an integral part of our school—56 clinic beds—4000 dispensary visits.

Garfield Memorial Hospital—118 charity beds. Dispensary available but not utilized.

Children's Hospital—100 Charity beds.

Emergency Hospital—100 Charity beds. Dispensary—several thousand patients annually.



Columbia Hospital for Women—40 obstetric and 40 gynecological charity beds.

Government Hospital for the Insane—4,000 patients, section clinics, neuro-pathology and experimental pathology.

Episcopal Eye, Ear and Throat Hospital—Large Dispensary section clinics.

Casualty Hospital—Moderate Dispensary service—section clinics.

Tuberculosis Hospital—Section clinics.

What is needed for our school and for the City is such financial support as will enable us to systematically and efficiently use the clinical material now available and also, if possible, enough additional financial aid to place our University Hospital upon a highly creditable teaching basis.

### **HOSPITAL FINANCES.**

In common with the Medical School, following the University financial readjustment in 1910, the Hospital has had to be maintained upon its income. More than this, due to the straightened finances of the University, it was required to assist in its overhead cost.

From 1910 to 1918, the hospital was run within its income, contributed \$7,000.00 to University expenses, and partly paid for a Nurse's Home. In the fiscal year ending August 31, 1919, the hospital was obliged to do much restoration following deterioration in equipment, etc., occurring from 1914 onward. In the same year (1918-19) we had the additional burden of war prices. (A full statement of the financial conduct of the Hospital is given in a copy of a letter from the Dean, Medical School, to the President and Board of Trustees, herewith.)

## GENERAL MEDICAL SITUATION IN THE UNITED STATES.

### Number of Medical Schools and Practitioners. Medical Needs, Local and General.

The question as to how many medical schools and how many regular practitioners there should be in the United States is a mooted one and open to much discussion.

Ultimately the question is one of economics and must rest upon the basis of supply and demand. Comparison of the United States with foreign countries is not conclusive as to physicians and medical schools any more than it would be in regard to the number of automobiles in use in each.

The American public expect and demand more medical attention than do the people of England, France or Germany, just as they demand and have more motor cars. If this demand is not met by the regular profession, the public goes to osteopaths, chiropractors, etc. This was illustrated in this city during the war. Washington has always been held up as an example of overstocking with physicians. This was more true in the past than now. Certainly, although only a modest number left the city for military and naval service, their loss was severely felt. Those left were overworked. The sick had difficulty in getting attention and the practice of osteopathy increased greatly.

The question is not entirely one of how many physicians there are but of how many good physicians. The decrease in Medical Schools can be pushed too far. Already a back fire resulting from a shortage of physicians due to a decreased number of medical schools is occurring. Osteopathic and like schools are crowded. Equally the remaining reputable schools are filled—many of them overfilled. Young men are sufficiently attracted to the profession of medicine so



that the premedical requirement of two years of college work is not a deterrent. As stated earlier in this brief, 140 premedical students are registered in our University, of whom 49 will, if successful, be eligible for the next year medicine, with some 90 left for the year following.

If the same condition exists in other colleges, there will be a demand for space by men qualified to enter medicine.

Another evidence of the civilian demand for physicians is shown in the difficulty encountered by the Medical Departments of the Army and Navy in obtaining officers. There are now over 700 vacancies in the regular medical corps of the Army and there are but 43 students in the Army Medical School. This indicates that young graduates are sufficiently assured by the opportunities of civilian practice so that the sure pay, emoluments and securities of a stable government service do not largely appeal to them.

The George Washington University maintains as integral and virtually essential parts of its Department of Medicine, not only the School of Medicine and the Hospital, but also the Nurses' Training School, the Dental School, and the recently revived School of Pharmacy.

**The University Hospital** is located at 1339 H Street. It has a capacity of 105 beds. Its clinical capacity is 50 beds. Its maintenance in the past depended upon the small revenue derived from \$1.00 a day patients, paid for by appropriation from Congress and the larger revenue from pay patients in private rooms. With great economy these revenues sufficed to meet expenses until the coming of high war prices for labor (janitors, orderlies, maids, cooks, etc.) and medical and surgical supplies.

In the final year of the war, the cost of supplies became almost prohibitive and on account of high wages

elsewhere, it was difficult and finally impossible to obtain the necessary labor. The Administrative personnel, by reason of war demands, was almost all taken from the hospital until finally only the Superintendent of Nurses and one recently graduated assistant were left.

The inevitable and unavoidable result was deterioration in equipment and conduct of the hospital. As a final blow, the influenza epidemic came; over twenty nurses were stricken and the Superintendent died. Opportunity must here be taken to give full credit to the nurses in training for their devotion to their work during that trying time. With fifty per cent of them ill and the Superintendent dying, not one left the hospital or resigned.

Fortunately the epidemic marked the bottom-most point of calamity, for with its subsidence, came the end of the war. It became possible to secure labor and an adequate force of orderlies, janitors, maids and cooks was employed. The releasing of trained nurses from military service made it possible to secure trained graduates in administrative positions and the hospital now has a capable and efficient administrative staff; and the deterioration in equipment has been made up. The present Superintendent of Nurses, the Operating Room nurse and the Anaesthetist are all from the famous clinic of the Doctors Mayo at Rochester, Minn.

**The Training School for Nurses** in the University Hospital was established in 1903. Since then, it has graduated about 200 trained nurses. A register of graduate nurses is kept in the hospital office, from which private persons may obtain nurses if desired. There are now thirty student nurses in training.

The nurses were housed in hired quarters until 1913. In that year a good dwelling was purchased at a cost of \$12,000 and later an adjoining building was purchased for \$8,000. These were thrown into one and



now comprise the Nurses' Home, which is situated at the corner of 13th and L Streets.

With the increased requirements of medical teaching, advance in teaching and training of nurses has gone hand in hand. To obtain recognition, a nurse must be graduated from an accredited hospital. Such a hospital must have the requisite equipment and must have a specified number of graduate nurses upon its teaching staff. Instead of a Superintendent of Nurses and one graduate assistant, the University Hospital is required to have and has, a Superintendent and an Assistant Superintendent of Nurses, a Night Supervisor, an Instructress, an Operating Room Nurse, an Anaesthetist and a Dietitian. An obstetric nurse also could well be used and will be required in the near future. With such a directing personnel and necessary equipment comes inevitably increased cost of maintenance.

**The Dental School** was organized in the University in 1887 and has been conducted since that time in the Medical and Dental Building. There have been 398 graduates from this school since its establishment. The school was conducted as an afternoon and evening school up to 1918 when advances in dental requirements and education made it necessary that the school should be made into a full day school and the curriculum which had previously been three years, extended to four years.

In view of this necessity, the school was completely reorganized and was operated during the session of 1918-19 on the new basis, with greatly increased laboratory facilities and an enlarged and carefully selected faculty. The standing of the school before State Dental Examining Boards up to the time of reorganization had not been up to the standard which the University desired. The result of the new system was immediately evident in that not one of the members of the class of 1919 failed before the District of Columbia Board for the examination of dentists and there was

but one failure in boards outside the District. This compares most favorably with the standing of any of the highest grade dental schools in the United States. The Dental Educational Council of America inspected the school after its reorganization and gave it a class "B" rating, but it is believed that the school may soon be brought to such efficiency that the Council will raise its grade to "A." There are now seventy-nine students enrolled in the Dental School.

The situation in the Dental School is parallel with that in the Medical School. The old time methods of instruction are giving way to modern adequate scientific teaching. Men of highest grade must be employed as teachers and laboratory equipment must be adequate or a dental school can nowhere be maintained. It naturally follows as with a medical school that a dental school cannot be maintained upon student fees. Yet up to this time these schools in the George Washington University have had barely any other source of revenue. Neither the University nor the community can afford to have this situation continue.

A mere reference to the scope and nature of the work of the various schools of the Medical Department shows how great is their **service to the community**, not only in offering an education to those desirous of entering the medical, dental, pharmaceutical, and nursing professions, but also in furnishing such trained persons for the protection of the public health.

Not only does a city benefit in the ways above mentioned, but there is **pecuniary benefit** as well. The amount of this value like the professional and educational value of a medical school is seldom considered.

During the past five years the George Washington University Medical School has had an average yearly attendance of 135 students, 92 non-resident and 43 resident. A canvass has been made to determine the amount of money expended by out-of-town students in attend-



ance. The average expenditure per student is \$800.00 plus \$180.25 for tuition; total, \$980.25.

From a business standpoint each student is simply a money distributor. A non-resident student receives money made elsewhere and spends it in the city where he is being educated. With 92 non-resident students, this means bringing \$90,183.00 into the city annually. If the 43 resident students were educated elsewhere it would mean the taking from the city of \$42,050.75—this plus the \$90,183.00 brought in gives for the school a total annual money circulating value of \$132,233.75. The money circulating value of the University Dental School is approximately two-thirds as much, making the total for both schools at least \$225,000.00 annually.

Considering the professional betterment, the needs which a teaching hospital subserves, the educational advantages and the monetary benefits, a city sufficiently large should for its own interests liberally support medical education.

Medical schools and hospitals are not mercenary ventures. Both are in the highest degree altruistic. Every effort should be made to bring such institution to the highest efficiency that humanity may be benefitted.

#### **ABSOLUTE NEED OF ENDOWMENT FOR THE MEDICAL DEPARTMENT.**

In addition to the requirement of higher standards of admission and its rigid enforcement the Educational Council of the American Medical Association has clearly set forth the essentials of an adequate medical school in regulations in which they state the laboratory and clinical as well as teaching requirements. Also, it has presented a conclusion that no efficient medical school can be conducted without a minimum income of at least \$25,000.00 a year in excess of student fees. That means a minimum necessary endowment of \$500,000—\$600,000.

It is now evident that if efficient and capable medical practitioners and health officers are to be secured for the public, it will be necessary to aid those institutions in producing them. A class "A" medical school must have at the minimum, a half million dollar endowment. The community could not make a more profitable investment than to put three millions into it. A dental school should have a half million; a well-equipped hospital, a million. Large as these sums may seem, they can be raised and would be wisely expended. The hospital is an absolutely necessary adjunct to the medical school. Its proper support is an educational duty but it also is a great humanitarian service. Both phases of its life appeal to the community. It is confidently believed that it will receive popular support. As a memorial to beloved friends, the endowment of professorships, the installation of laboratories, the maintenance of wards or rooms in the hospital, the establishment of funds for outdoor relief or dispensary work, the foundation of scholarships or prizes, are most fitting acts; satisfying to the donors because ministering to the relief of suffering and the advancement of knowledge.

The location of the George Washington University in the Nation's Capital gives to its Medical School an influence that is nation wide. It does not, therefore, restrict its appeal to residents of the District of Columbia. Whoever wishes to elevate medical education or to advance science will see in the George Washington University an effective agency strategically placed. But a special obligation rests upon the citizens of the District of Columbia for they receive the benefits in larger measure.



## THE NEED OF AN AMPLY ENDOWED MEDICAL SCHOOL IN WASHINGTON.

Extracts from Letters of Prominent Physicians in the  
Government Service.

U. S. NAVAL MEDICAL SCHOOL,  
Foot of Twenty-fourth St. N.W.,  
Washington, D. C.

I understand that there is a movement to put the Medical Department of George Washington University on a footing with the leading medical schools of the world.

To accomplish this it is recognized that financial assistance will be required.

Among the reasons which would appear to support a plea for such assistance may be mentioned the following:

1. National pride in having an institution which would be recognized as representative of our best medical teaching, located in the capital of the country and bearing the name of George Washington.

2. The influence which a teaching body representing the best thought and latest advances in medicine has on the medical men of the city in which it is located. In Washington, where the representatives of the several states of the United States and of foreign countries reside, such an influence would be particularly desirable.

3. As a factor in standardizing and improving the service of the hospitals of the community such a school would be of the highest value.

4. The opportunities offered by the location in Washington of the library of the Surgeon General, the laboratories of the Department of Agriculture, and other government institutions, would strengthen any medical school.

5. Many of our best young college men temporarily accept service in the executive departments of the government and the presence in this city of a high grade medical school would influence many of these particularly desirable men to choose medicine as a profession.

6. Foreigners would naturally prefer to study medicine in a school which was located in the immediate neighborhood of their embassies.

As the commanding officer of the U. S. Naval Medical School, I feel that the presence in Washington of such a school would afford opportunities for the naval medical men under instruction at our school and furnish a helpful stimulus for the members of our faculty.

Very respectfully,

E. R. STITT, Rear Admiral,  
Medical Corps, U. S. Navy.

ARMY MEDICAL SCHOOL,  
Washington, D. C.

As Commandant of the Army Medical School and as an Army officer long familiar with the conditions of medical practice and medical education in Washington, I earnestly bespeak consideration of the needs of the Medical School of the George Washington University of this city.

This school has developed into an institution of the first grade, whose graduates make an excellent showing before the State Examining Boards.

Washington, as the capital of the United States, should have a medical school with all its necessary adjuncts for teaching and research, and for this a large endowment is necessary.

I believe the George Washington University now to possess the foundations of such a great teaching center, one that can be made worthy of our capital city and the Nation.



As Commandant of the Army Medical School, and vitally interested in the future of the Medical Corps, I am appalled at the gloomy prospect for keeping up a flow of properly qualified graduates in medicine to the commissioned grades in the Medical Corps. It looks as if we will gradually perish for want of new blood. For this, many reasons can be given and remedies are possible by Congressional action which may check our increasing losses by resignation and may furnish greater inducements for good men to select army careers. The basic cause, however, is the numerical lack of graduates from first class schools year by year.

While heartily in sympathy with the movement to limit the total number of medical schools to prevent local competition by consolidating as far as possible the resources of each great city, I am convinced that there is a desperate need for greatly increasing throughout the country the yearly output of graduate physicians.

WALTER D. McCAW.

#### DEPARTMENT OF THE NAVY

Bureau of Medicine and Surgery,  
Washington, D. C.

As Surgeon General of the Navy, I am very conversant with the medical situation in the City of Washington. The George Washington University Medical School has been under my observation for a number of years, particularly as during this time it has supplied the Medical Corps of the Navy with a number of excellent officers.

I wish to say that in my opinion it is highly desirable that there be at least one medical school of high grade for white students in this city. The influence of such a school would be of great good to the community.

I am impressed with the fact that it is becoming increasingly difficult to secure candidates for entrance to the Medical Corps of the Navy on account of the emoluments now offered to civil practitioners, due largely apparently to decreased competition in the medical profession.

I think it therefore desirable to continue in an efficient manner all the Class A medical schools now existing in the United States.

The George Washington Medical School has long suffered from lack of sufficient financial support. If this school can receive such support, I believe that it will be greatly to the benefit, not only of the school, but to the community in which it is situated and to the medical profession at large.

W. C. BRAISTED,  
Surgeon General, U. S. N.

#### WAR DEPARTMENT

Office of the Surgeon General,  
Washington, D. C.

It seems to me apparent that there is a place in the capital of the country for a first-class medical school, properly endowed so that it can carry on its work without considering too closely the financial problem.

In the first place, it is almost essential for the welfare of the profession of a large city that there shall be a teaching institution. I am sure it is agreed by all that a medical college has a distinct elevating influence on the profession in any city. A teaching institution also has a good effect on the hospitals in the city, for it is well recognized that those hospitals which are used for research and teaching purposes are a great deal better than those that are used simply for treating the sick.



At the capital of the country there are always a great number of attaches to the different legations who desire to study medicine. This has been the history in Washington, and our schools have always contained quite a number of such students. They certainly should have a standard school to attend.

The different departments of the Government always have employees who desire to do special work connected with their duties. This is particularly true in regard to laboratory work. The capital of the country is always attractive for students and, in the past, students of medicine have come to Washington from practically every State in the Union, simply because it is the capital of the country.

For these and for many reasons it seems as though the seat of the Government should have a well organized, first-class medical college.

M. W. IRELAND,  
Surgeon General, U. S. Army.

### ARMY MEDICAL SCHOOL Washington, D. C.

The Dean of the George Washington University, Dr. William C. Borden, has suggested to me that I write on the value of a medical college in this city; a thing which I am very glad to do because it has long been my belief that an amply endowed and fully equipped Class A medical school is needed in Washington, and will some day materialize.

Washington has grown continuously and since the war has increased to an unusual extent in population. It becomes each year more and more of a residence city, and will therefore need, to an ever increasing degree, university facilities.

The George Washington University Medical School has already accomplished the seemingly impossible in maintaining its course for many years and with the raising of the standards of admission it has continued to be a Class A school.

I have lived here a considerable part of the last twenty years and am quite familiar with the situation and believe that there is ample reason for the development in this city of a great university with its professional schools and I believe the George Washington Medical College offers a good foundation upon which to build a larger institution.

F. F. RUSSELL,  
Colonel, Medical Corps.

#### GOOD HOUSEKEEPING

Bureau of Foods, Sanitation and Health,  
Washington, D. C.

Harvey W. Wiley, M. D., Director.

I am greatly interested in the improvement of medical education. We have in Washington an old and flourishing medical school connected with the George Washington University. This school needs badly a permanent endowment of a generous character.

There is no place in the United States that is better suited to advance medical investigation than Washington. Proximity to the Surgeon General's Library, and to the Surgeon General's Museum, together with the great collections of the Smithsonian and National Museum, and the Library of Congress, all offer material of the utmost value, and in a small area.

H. W. WILEY.



## ENROLLMENT FOR 1919-20

The enrollment for the university year, 1919-20, which began with the opening of the Summer Schools in June, 1919, immediately after the Annual Commencement, is as follows:—

Summer School, Arts and Sciences . . . . .	460	
Summer School, Law . . . . .	207	
Total Summer Schools . . . . .		667

Note:—This exceeds the previous year, Summer Schools, by 280. It is confidently expected that next year's Summer Schools will have an enrollment of at least 800.

Enrollment in the yearly courses which began with the re-opening of the University on September 24th, 1919, has been as follows:—

### Arts and Sciences:

The Graduate School . . . . .	173	
Columbian College . . . . .	1628	
College of Engineering . . . . .	461	
The Teacher's College . . . . .	284	
Total Arts and Sciences . . . . .		2546
Medical School . . . . .	117	
Dental School . . . . .	72	
Pharmacy School . . . . .	10	
Nurses Training School . . . . .	30	
Total for Medical Dept. including nurses . . . . .		229
Law School . . . . .		661
Total, exclusive of Summer Schools . . . . .		3436

Grand total of Students enrolled since the last Commencement, (June 18, 1919), including Summer Schools of June—August, 1919 . . . . . 4123

## TEACHING STAFF

In many instances members of the Teaching Staff only give part time to the University:

Professors .....	85
Associate Professors .....	30
Associates .....	18
Assistant Professors .....	22
Lecturers and Instructors .....	87
Assistants and Demonstrators .....	30
Total .....	272

# GEORGE WASHINGTON UNIVERSITY

CHARTERED BY CONGRESS, 1821

Co-Educational in all Departments

WILLIAM MILLER COLLIER, A. M., LL.D., President

## LOCATION OF BUILDINGS

(The friends of the University are requested to keep this Directory  
for future reference)

### DEPARTMENT OF ARTS AND SCIENCES

SCHOOL OF GRADUATE STUDIES	} 2017 to 2027 G Street Telephone West 1649
COLUMBIAN COLLEGE	
COLLEGE OF ENGINEERING	
TEACHERS COLLEGE	
LIBRARY	
ASSEMBLY HALL (Chapel)	
MECHANICAL LABORATORY	

### DEPARTMENT OF MEDICINE

MEDICAL SCHOOL	} 1335 H Street Telephone Main 7875
DENTAL SCHOOL	
PHARMACY SCHOOL, 808 I Street	
THE HOSPITAL, 1339 H Street, Telephone Main 5156	
NURSES' HOME, 1016 13th Street, Telephone Franklin 2573	
" " " " " " " "	3438

LAW SCHOOL, New Masonic Temple,  
13th and H Sts., Telephone Main 4540

### ADMINISTRATION BUILDING

PRESIDENT'S OFFICE, Telephone West 2127	} 2101 G Street
SECRETARY'S OFFICE, Telephone West 2127	
TREASURER'S OFFICE, Telephone West 332	

NOTICE:—The holiday recess begins on December 24, 1919. The University re-opens on January 3, 1920. The second semester begins on Monday, February 2, 1920. Students desiring to enter at that time should make early application.

FOR CATALOGUES AND OTHER INFORMATION ADDRESS  
THE RECORDER, 2023 O Street, Telephone West 1649



ANNOUNCEMENT  
OF A  
Special Course of Eight Lectures  
BY

LANGDON E. MITCHELL, LITT. D.

Poet and Playwright

Author of "BECKY SHARP," "THE NEW YORK IDEA," Etc.

---

The George Washington University has arranged for a special course of eight lectures on

POETRY AS A NECESSITY OF LIFE

By LANGDON E. MITCHELL, LITT. D.

---

The scope of the lectures embraces poetry including the poetic drama and such further manifestations of the creative imagination as are instanced in American popular poetry and in the plays of the period.

The lecturer will treat of poetry as a necessity of life,—a prime necessity of the individual, the race, and the nation. In his way of thinking, poetry is not merely a grace, a charm or a consolation,—rather, poetry operates as a release of power. It is man-making, life-giving and affirmative.

These lectures will be delivered on Tuesday mornings at 11:15 in the Concordia Church, corner of 20th and G Sts., which has been kindly offered to the University to accommodate the overflow of its English department. The first lecture will be on Tuesday, February 3rd, at 11.15 A. M. The series will continue from that time to and including Tuesday, March 23rd, being the last Tuesday before Passion Week—February 3, 10, 17, 24; March 2, 9, 16 and 23.

This course will be open to the public as well as to the students of the University. A charge of \$6.00 for the series will be made to the public. Students already enrolled in the University will be permitted to attend these lectures at the usual University rates. An academic credit will be given for the work satisfactorily done by them.

Persons not now connected with the University, desiring to attend these lectures should communicate with the Recorder at 2023 G Street, telephone West 1649.

It is hoped by the University that the public will very generally avail itself of this course which, it will be noted, will very largely be given during the Lenten weeks. Early application for enrollment should be made.

# George Washington University Bulletin

## IMPORTANT ANNOUNCEMENTS

(FOR ALUMNI, STUDENTS AND THE PUBLIC)

### I.—MIDWINTER SERMON

Calvary Baptist Church, Sunday, February 22nd, 11 A. M.

(Academic Procession to form at 10:30 A. M.)

### II.—MIDWINTER CONVOCATION

New Masonic Temple, Monday, February 23rd, 2:30 P. M.

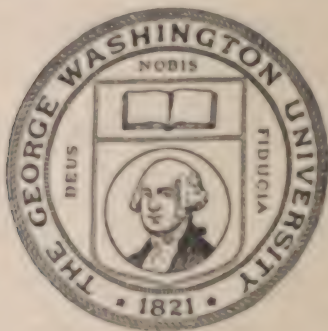
(Academic Procession to form at 2 P. M.)

### III.—ANNUAL ALUMNI DINNER

Rauscher's, Monday, February 23rd, 7:30 P. M.

(Preceded by Reception at 7 P. M.)

## THE EXPECTED VISIT OF BLASCO IBANEZ



JANUARY, 1920

(ILLUSTRATED)

PUBLISHED BY THE UNIVERSITY AT WASHINGTON, D. C., MONTHLY DURING  
THE UNIVERSITY YEAR, OCTOBER TO MAY INCLUSIVE, EIGHT TIMES A YEAR

Entered October 6, 1904, at Washington, D. C.  
as second-class matter under Act of Congress of July 16, 1894



A PRAYER  
BY  
GEORGE WASHINGTON

*Almighty God: We make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government, and entertain a brotherly affection and love for one another and for their fellow-citizens of the United States at large. And finally that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy and to demean ourselves with that charity, humility and pacific temper of mind which were the characteristics of the Divine Author of our blessed religion without a humble imitation of whose example in these things we can never hope to be a happy nation. Grant our supplication, we beseech Thee, through Jesus Christ, our Lord. Amen.*

---

\* This prayer is used regularly at "The President's Chapel" of the George Washington University, and voices the aspirations of the University for the fulfillment of civic duties and the promotion of national welfare.

## THE COMING MIDWINTER EXERCISES OF THE UNIVERSITY.

Preparations are being rapidly completed for a proper observance of the University's "Saints Day," Washington's birthday, February 22nd. As that falls, this year, upon Sunday, only a part of the program is fixed for that day, the rest of it being set for the following Monday, February 23rd.

Three different functions will be held, each one being of interest to all students, and alumni of the University as well as to its friends of the general public who are cordially invited to attend them all.

I. MIDWINTER SERMON AT CALVARY BAPTIST CHURCH.  
Sunday, February 22, 11 A. M. Academic procession to form at 10:30 A. M.

On Sunday, February 22, at 11 o'clock, the Midwinter Sermon will be preached in the Calvary Baptist Church, Eighth and H Streets, by its pastor, the Rev. Dr. Samuel H. Greene, who in previous years has twice served the University as president *ad interim*.

It will be noted that departing from our recent custom, the services will this year be in the morning and not in the afternoon.

Besides Dr. Greene's personal connection with the University, there has long been a close relationship between the latter and this church. Indeed, in accordance with the expressed wish of Amos Kendall (Postmaster General during Jackson's administration), in establishing the "Kendall Scholarship," one trustee of the University is always chosen from the Calvary Baptist Church. Mr. Thomas S. Hopkins, who has for many years faithfully served upon the board, is the present representative.

The University is very happy in the recollection of this long and unimpaired friendship. Worshiping at Calvary Church is like going home, and it is hoped that trustees, faculties and all students will attend and bring the members of their families.

The trustees and those students who are to graduate in June, as well as those who are to receive their degrees in February, will consider that a particular duty rests upon them to attend, and they should arrive at the church not later than 10:30 A. M., in order to don their academic robes and form the procession. Dr. Greene has asked that all persons arrive promptly.





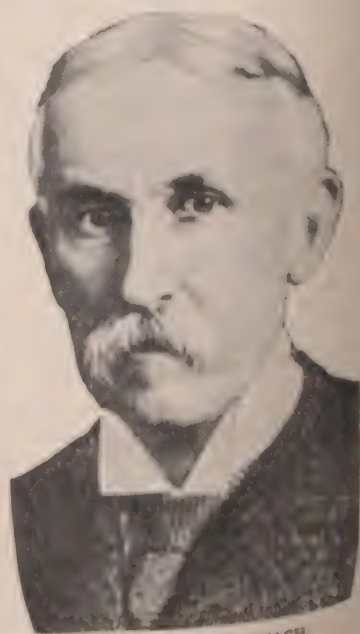
HON. WILLIAM M. CALDER  
(Convocation Orator)



HON. HERBERT HOOVER



GENERAL JOHN J. PERSHING



HON. FRANKLIN MACVEAGH  
Ex-Secretary of the Treasury

Invited as Guests of Honor, Mid-Winter Convocation, February 23, 1920

## II. MIDWINTER CONVOCATION IN THE NEW MASONIC TEMPLE.

Monday, February 23, 2:30 P. M. (Academic Procession  
to form at 2 P. M.)

The Midwinter Convocation will be held on Monday afternoon at 2:30 o'clock in the auditorium of the New Masonic Temple, at the junction of New York avenue, Thirteenth and H streets. All trustees, alumni and students who are to participate in the academic procession should arrive at 2 o'clock in order to don their robes.

The New Masonic Temple is the building so well known to Washingtonians as the frequent meeting place of the National Geographic Society. In it the University has held two of its recent convocations, and the hall has proven commodious as well as convenient of access.

A number of students will receive degrees in course. Several very distinguished men will honor the University by attendance and will receive academic honors from it.

Hon. William M. Calder, U. S. Senator from New York, will deliver the oration. Herbert Hoover, the former Food Administrator; Hon. Franklin MacVeagh, former Secretary of the Treasury, and probably General Pershing will be guests of honor.

The world-famous novelist, Vicente Blasco Ibanez, author of "The Four Horsemen of the Apocalypse," is to attend the exercises and receive the degree of doctor of letters. The University is peculiarly fortunate to get this distinguished man of letters and to secure an address from him, because he has written President Collier, who knew him when the latter was American Minister to Spain, that it is not his intention to give any more public lectures in the United States after his return from the Pacific Coast, where he now is. After a few days' visit in Washington he will go to Mexico to spend several months in collecting material for a new novel on that country.

Although it is not the University's custom to have recipients of honorary degrees make any speeches, an exception is planned in the case of Senor Blasco Ibanez. He has been asked to deliver an address in the nature of a doctor's discourse immediately after the degree has been conferred.

The capacity of the hall is little more than sufficient for those students and the members of faculty families who will undoubtedly wish to attend, but to give the public an opportunity to hear this celebrated writer, five hundred



seats will be allotted to applicants. Application should be made immediately in writing to the Secretary of the University, 2101 G street. Allotments will be made in order of application, preference being given to trustees, councillors, members of faculties and their families, and alumni of the University.

While application for tickets should be made at once, no tickets will be mailed until after February 10.

President Collier extends a special invitation to all graduates of Spanish-speaking universities to attend, and he requests that all such persons at once write to the Secretary of the University stating their names, Washington address, academic degrees and the university from which received and the year. A special section will be reserved for these persons if the information is received prior to February 15.

The hour of the convocation—2:30 P. M.—should be carefully borne in mind. The exercises have been fixed for the afternoon in order not to clash with the patriotic exercises of the Daughters of the American Revolution on the morning of the same day. They have been fixed for an *early hour* in the afternoon, and will have to begin promptly, in order that they may end early so as to give ample time for persons to go home from the convocation to dress for the alumni dinner.

### III. THE ANNUAL ALUMNI DINNER.

Rauscher's, Monday, February 23, 7:30 P. M.  
(Reception at 7 P. M.)

The annual alumni dinner will be held on Monday evening, February 23, at Rauscher's, Connecticut avenue and L street. Dinner will be served promptly at 7:30 and will be preceded by a reception at 7 o'clock. The list of speakers includes Vicente Blasco Ibanez, the author of "The Four Horsemen of the Apocalypse"; Mr. Herbert Hoover, former Food Administrator; President William Miller Collier and others of distinction.

While this dinner is being held under the auspices of the Alumni Association, members of the Board of Trustees, of the University Council, of the faculties and the student body are cordially invited to subscribe. Alumni may also bring other guests, including ladies. The cost will be three dollars and a half per plate.

While reservations may be made up to and including Saturday, February 21, it is requested that they be made as early as possible with the Treasurer of the Alumni Associa-

tion, Mr. H. C. Davis. For convenience, a self-addressed envelope and subscription card accompany this announcement.

The officers of the Alumni Association take this opportunity to cordially invite into the membership of the Alumni Association all graduates of the University not now enrolled. The invitation fee is fixed at one dollar, with an annual membership fee of the same amount. Any member may, by the payment of ten dollars, become a life member and be relieved from all annual dues. Requests for enrollment as members should be sent to the Treasurer of the Alumni Association at 2101 G street, Northwest.



*Vicente Blasco  
Ibañez*

VICENTE BLASCO IBANEZ.

Vicente Blasco Ibañez, whom the *New York Times* describes as "one of the greatest, if not the greatest of living novelists," was born January, 1807, in Valencia, of Aragonese parents. His father was of humble position, the proprietor of a dry-goods shop; but young Ibañez received a good education, graduating in law from the local university.



A radical spirit displayed itself in him during his younger days. For an anti-government sonnet written when he was eighteen years old, he was imprisoned for six months. During the next nine years he was exiled twice and imprisoned three times. His second exile was in 1892, when he fled to Italy to escape punishment for heading a demonstration against the attempt to suppress the Cuban insurrection. On his return he was imprisoned for two years. Upon his release in 1894 he was elected to the Cortes as a Republican Deputy from Valencia; and ever since he has been an active leader of the Republican party in the Cortes, taking great interest in Spanish economic conditions, helping to organize emigration colonies to South America, and himself spending much time in South America.

The year 1894, however, marked a turning-point for him; for in that year he definitely turned to literature as his chief interest. He had entered journalism, to be sure, immediately upon graduation. In the intervals of exile and imprisonment he had founded a Republican newspaper, *El Pueblo* (The People), of which he is still editor; had published a library of several hundred translations, and had become interested in a publishing firm, Promenteo of Valencia, with which he is still connected, and which is at present publishing a huge "History of the European War of 1914" from his pen. But these had been side-issues. Now he turned his attention to the novel, and began the series which was to make him famous.

His original works number at the present time twenty-two—sixteen novels, three volumes of short stories, three books of travel. The complete list as given in his latest novel, "Mare Nostrum," is as follows: "Cuentos Valencianos" (Valencian Stories), 1893; "La Condenada" (The Condemned), "En El Pais del Arte" (In the Land of Art), "Arroz y Tartana" (Rice and Tartan), 1894; "Flor de Mayo" (The May Flower), 1895; "La Barraca" (The Cabin), 1896; "Sonnicla la Cortesana" (English edition, Sonnicla, the Courtesan); "Entre Naranjos" (Among Orange Groves), "Canas y Barro" (Novel, Reeds and Mud), 1892; "La Catedral" (The Shadows of the Cathedral), "El Intruso" (The Intruder), 1903; "La Bodega" (The Bodega), 1904; "La Horda" (The Horde), 1905; "La Maja Desnuda" (The Nude Girl), "Oriente" (The East), "Sangre y Arena" (Blood and Sand), "Los Muertos Mandan" (The Dead Command), "Luna Benamor" (Luna Benamor), "Argentina y sus Grandezos" (Argentina and



Its Greatness), "Los Argonautas" (The Argonauts), "Los Cuatro Jinetes del Apocalipsis" (The Four Horsemen of the Apocalypse), "Mare Nostrum" (Our Sea). In preparation: "Los Enemigos de la Mujer" (The Enemies of the Woman), "Venus Dolorosa." His novels fall into well-defined groups: (1) the regional novels dealing with Valencia, including "The Cabin," "Reeds and Mud"; (2) propagandistic novels, such as "Blood and Sand," "The Bodega," "The Shadow of the Cathedral"; (3) novels on the Great War—"The Four Horsemen of the Apocalypse," "Mare Nostrum"; and a miscellaneous group, including "Sonnica," "The Nude Girl," and others. The first of his works to attract attention outside of Spain was "The Cabin," 1898, the third of the Valencian series, which was translated into French in 1901. Since that time, Ibanez has been translated into French, Portuguese, German, Dutch, Polish, Russian, Bohemian and English. "The Four Horsemen of the Apocalypse" has already gone through 200 editions. A new novel, which is in print, to be called "The Enemies of Women," should be of especial interest in this country, as it will bring in what he has called "the disinterested and romantic intervention of the United States" in the war.

"The Argonauts" is really the prologue to a vast series of novels dealing with each of the leading Latin American countries planned by the author just before the war broke out in 1914. He has not yet renounced the plan, and, in fact, in execution of it, will go to Mexico in March, 1920, immediately after his visit to Washington to spend several months there in search of material for his novel on that country.

The Stratford Journal, one of whose editors, Mr. Isaac Goldberg, is authorized translator (E. P. Dutton & Co., New York, publishers) of Blasco Ibanez, issued a "Special Blasco Ibanez Number" in May, 1919. It contains not only a biographical sketch and an exhaustive review of all the leading novels of the author, but also two of his most interesting and most powerful short stories.

America's great novelist, William Dean Howells, is most enthusiastic in his praise of more than one of Blasco Ibanez' novels. He calls "The Shadow of the Cathedral":

"One of the fullest and richest books in modern fiction, worthy to rank with the greatest Russian work, and beyond anything yet done in English. \* \* \* In its climax it is as logically and ruthlessly tragical as anything that the Spanish spirit has yet imagined."



Of "Sangre y Arena" (Blood and Sand), Howells says:

"It is a book of unexampled force and in that sort must be reckoned the greatest novel of the author."

Some of the comments of the press with regard to Blasco Ibanez and his books are full of interest and information. We abstract the following:

This son of indomitable Aragon has displayed in his life and works all the typical Spanish virility, the free ranging personal energy, the passion for independence. As a literary artist, he is distinguished by all the dramatic realism and vital energy which characterize the paintings of Sorolla and Zuloaga. \* \* \* He continues the tradition of Cervantes and other great literary Spaniards who were soldiers, diplomats, and adventurers, and who wrote only in the intervals of active life.—*The Lotus*.

Although thoroughly realistic in method and portrayal, there is an ideality, a wave of human sympathy and emotion sweeping through Ibanez' pages. \* \* \* The civilized world has progressed through more than one vital experience since the comparatively recent period which, in fiction, we think of as belonging to Zola and his fellow-realists; and it is because Blasco Ibanez possesses in a higher degree than these predecessors the poetic feeling as well as the naturalistic art needed to portray this new world that his books are impressing themselves upon our literature with such undeniable power and wealth of beauty.—*New York Times Book Review Editorial*.

Strange as it may seem, Spanish romances have a striking resemblance to the best Slavic works, to the masterpieces of Turgenieff and Tolstoy and Sienkiewicz.

Such is the masterpiece before us ("The Four Horsemen of the Apocalypse"). It is epic in scope. It is encyclopaedic in detail. It is not content with a mere succession of episodes in a "plot." It deals with a thousand cross currents until it has implicated the whole social system. Yet with all its vast comprehensiveness it is microscopic in its analysis of individuals and of details. We scarcely know whether it is tragedy or comedy, metaphysics or ethnology, for it is all of them and many more in all their varying phases. Withal it is in every page instinct with indescribable fascination. \* \* \*

As for the battle scenes, they are unquotable. You cannot snip a sample from the corner of a Raphael or a Turner. \* \* \* Predictions are rash, we know. But we are rash enough to venture this, that for portrayal at once of the spirit and grim substance of war, the blood, the fire, the agony, the thousand times worse than death, our time will see no more convincing work of genius than this.—*New York Tribune*.

This work of fiction ("The Four Horsemen of the Apocalypse") \* \* \* reminds one, in its tremendous depths and its sinewy strength, of a Rodin statue. \* \* \* It is literally tremendous, a story of three generations and of two worlds.—*Boston Post*.

In his interpretative description of the Mediterranean Sea as a background for the action, he has in "Mare Nostrum" written pages worthy of a Hugo. This part of the novel is epic in its effect.—*The Dial*.

In "The Four Horsemen" we are plunged into the very thickest of the fight; we stumble through the mud of the trenches, the blood of the battlefield; our ears are deafened by the devastating roar of cannon and our eyes scared by unforgettable sights. \* \* \* He has few rivals in the gift of communicating the inner significance of things seen; he looks them in the face; the views of the great conflict which serve as the environment of the men and women of the story are drawn with the brush of a Vereshchagin.—*Boston Transcript*.

Zola was not more realistic, no, nor Hugo more brilliant. \* \* \* A vigorous, a dazzling artist imbued to his very soul with a militant devotion to the cause of the allies.—*San Francisco Chronicle*.

## INFORMATION FOR ALUMNI.

### ADDITIONS TO THE BOARD OF TRUSTEES.

At a meeting of the Board of Trustees held on January 20th, 1920, the number of trustees was increased from twenty-one to twenty-seven. Three of the six newly created vacancies were filled. One of the new trustees is Dr. William S. Washburn, of Washington, an alumnus of the University. Another is Mr. Louis Hertle, formerly of Chicago, now the owner and occupant of the historic house known as Gunston Hall, near Mt. Vernon. Gunston Hall was the home of George Mason, friend of George Washington, signer of the Declaration of Independence, and author of the Virginia Bill of Rights.

The third trustee chosen was Mr. James Parmelee, now of Washington, formerly of Cleveland, Ohio. Mr. Parmelee is a son-in-law of the late Judge Maury, who was for many years an eminent member of the faculty of the Law School.

Hon. John Barton Payne, Chairman of the United States Shipping Board, was elected a trustee last fall to fill a vacancy existing at that time.

All four of the men above named have served upon the University Council since its creation about a year ago.



#### NEW NAMES FOR CERTAIN UNIVERSITY BUILDINGS.

In appreciation of the recent benefaction of Mr. Abram Lisner, proprietor of the Palais Royal, in paying off the entire mortgage indebtedness upon all the University property located on G Street, the trustees have named the University's main building at 2019-2023 G Street "Lisner Hall." Mr. Lisner's latest gift is but one of many of large amount that he has made to the University.

In recognition of the faithful service as trustee and the numerous generous contributions to the University by General Maxwell Van Z. Woodhull, the Administration building at 2101 G Street has been named "Woodhull Administration Building."

#### THE UNIVERSITY COUNCIL.

The present members of the University Council are: Isabel Anderson, Litt. D. (Mrs. Larz Anderson); Mr. Frederic Atherton; Joseph S. Auerbach, Litt. D.; Hon. Perry Belmont, A. B., LL. B.; Rev. Douglas P. Birnie, D. D.; Mabel T. Boardman, LL. D.; Rear Admiral Willard Brownson, U. S. N.; Hon. Theodore E. Burton, LL. D.; Mr. Charles I. Corby; Mr. William P. Eno; Mr. Edward H. Everett; Mrs. Gibson Fahnestock; Mrs. Charles M. Foulke; Mrs. James Carroll Frazer; Hon. Frank H. Hitchcock, A. B., LL. M.; Mrs. Archibald Hopkins; Mrs. Julian James; Mr. F. M. Kirby; Rev. James S. Lemon, Ph. D.; Mr. James Parmelee; Mr. William M. Rutter; Mr. Albert Ruddock; Rev. Canon J. Townsend Russell; Mrs. Matthew T. Scott; Miss Nellie P. Sedgley; Miss Mary A. Sharpe; Mary B. Temple, A. B.; Hon. James W. Wadsworth, Jr., LL. D.; Mr. George W. White; Mr. Morris Williams; Rev. Charles Wood, D. D.; Miss Woodhull; the President of the University, Chairman *ex officio*; the Secretary of the University, Secretary *ex officio*.

## ENROLLMENT FOR 1919-20

The enrollment for the university year, 1919-20, which began with the opening of the Summer Schools in June, 1919, immediately after the Annual Commencement, is as follows:—

Summer School, Arts and Sciences . . . . .	460	
Summer School, Law . . . . .	207	
Total Summer Schools . . . . .		667

Note:—This exceeds the previous year, Summer Schools, by 280. It is confidently expected that next year's Summer Schools will have an enrollment of at least 800.

Enrollment in the yearly courses which began with the re-opening of the University on September 24th, 1919, has been as follows:—

Arts and Sciences:		
The Graduate School . . . . .	181	
Columbian College . . . . .	1641	
College of Engineering . . . . .	471	
The Teacher's College . . . . .	286	
Total Arts and Sciences . . . . .		2579
Medical School . . . . .	117	
Dental School . . . . .	72	
Pharmacy School . . . . .	12	
Nurses Training School . . . . .	30	
Total for Medical Dept. including nurses . . . . .		231
Law School . . . . .		660
Total, exclusive of Summer Schools . . . . .		3470
Grand total of Students enrolled between the Commencement, of June 18, 1919, and the end of the first semester, January 31, 1920, including Summer Schools of June—August, 1919 . . . . .		4137
Estimated gross enrollment (excluding duplicates) during the previous year, 1918-1919 . . . . .		*3068
Gain in gross enrollment, present year up to end of first semester over entire period of previous year . . . . .		1069
Number of enrolled students on January 26, 1920 . . . . .	**3064	
Number of enrolled students on January 26, 1919 . . . . .	**1800	
Gain over last year . . . . .		1264

\*This number which includes about one half of the 491 members of The Student Army Training Corps and about one half of the 187 students in the Summer Schools (that being the number estimated as not having re-enrolled in regular classes) was about 700 more than the largest previous enrollment in any year in the University's history.

\*\*The figures for January each year are less than the total enrollment for the corresponding year because they do not include: (a) students in summer courses; (b) graduates at the Fall Convocation in October; (c) students who have been obliged to give up their courses after enrolling.



# GEORGE WASHINGTON UNIVERSITY

CHARTERED BY CONGRESS, 1821

Co-Educational in all Departments

WILLIAM MILLER COLLIER, A. M., LL.D., President

## TEACHING STAFF

In many instances members of the Teaching Staff only give part time to the University:

Professors .....	85	
Associate Professors .....	30	
Associates .....	18	
Assistant Professors .....	22	
Lecturers and Instructors .....	87	
Assistants and Demonstrators .....	30	
Total .....		272

## LOCATION OF BUILDINGS

(The friends of the University are requested to keep this Directory for future reference)

### DEPARTMENT OF ARTS AND SCIENCES

SCHOOL OF GRADUATE STUDIES	}	2017 to 2027 G Street Telephone West 1649
COLUMBIAN COLLEGE		
COLLEGE OF ENGINEERING		
TEACHERS COLLEGE		
LIBRARY		
ASSEMBLY HALL (Chapel)		
MECHANICAL LABORATORY		

### DEPARTMENT OF MEDICINE

MEDICAL SCHOOL	}	1335 H Street
DENTAL SCHOOL		Telephone Main 7875
PHARMACY SCHOOL, 808 I Street		
THE HOSPITAL, 1339 H Street, Telephone Main 5156		
NURSES' HOME, 1016 13th Street, Telephone Franklin 2573		
" " " " " " "		3438

LAW SCHOOL, New Masonic Temple,  
13th and H Sts., Telephone Main 4540

### ADMINISTRATION BUILDING

PRESIDENT'S OFFICE, Telephone West 2127	}	2101 G Street
SECRETARY'S OFFICE, Telephone West 2127		
TREASURER'S OFFICE, Telephone West 332		

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THE RECORDER, 2023 G Street, Telephone West 1649

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UNIVERSITY.

WILLIAM MILLER COLLIER, A. M., LL. D.,  
*President of the University*

1920

- \*JOHN JOY EDSON, LL. B., 1324 Sixteenth Street  
WILLIAM JAMES FLATHER, Riggs National Bank  
\*JOHN B. LARNER, LL. B., LL. D., Washington Loan and Trust Bldg.  
ABRAM LISNER, A. M., 1723 Massachusetts Avenue  
HENRY BROWN FLOYD MACFARLAND, 1420 New York Avenue  
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1921

- \*JOHN T. DOYLE, LL. M., M. Dip., D. C. L., Civil Service Commission  
GEORGE FLEMING MOORE, Sixteenth and S Streets  
GILBERT HOVEY GROSVENOR, A. M., 1328 Eighteenth Street  
\*HARRY CASSELL DAVIS, A. M., L. H. D., 1929 Eighteenth Street  
HENRY CLEVELAND PERKINS, 1701 Connecticut Avenue  
MAXWELL VAN ZANDT WOODHULL, A. M., 2033 G Street  
JOHN BARTON PAYNE, LL. D., 1601 I Street

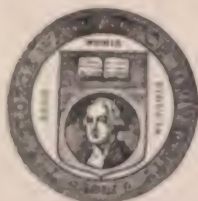
1922

- LOUIS HERTLE, Gunston Hall, Va.  
ARCHIBALD HOPKINS, A. M., LL. B., 1826 Massachusetts Avenue  
THOMAS SNELL HOPKINS, LL. B., Hibbs Building  
\*WILLIAM BRUCE KING, A. M., LL. M., 1822 Wyoming Avenue  
MARTIN AUGUSTINE KNAPP, A. M., LL. D., Southern Building  
CHARLES CARROLL GLOVER, JR., M. A., LL. B., 737 Fifteenth Street  
THOMAS NOTLEY McLAUGHLIN, M. D., 1736 Connecticut Avenue  
\*ERNEST LAWTON THURSTON, C. E., 1414 Madison Street

\*Nominated by the Alumni



George Washington University  
Washington, D. C.



# SUMMER SCHOOL

Six-week and nine-week courses  
Beginning June 21, 1920

## SUBJECTS OF INSTRUCTION

Art	Household Economics
Chemistry	Law
Economics	Library Science
Education	Mathematics
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French	Physics
Geography	Political Science
Geology	Psychology
German	Sociology
History	Spanish

The Summer School Bulletin, giving full information, will be  
issued in March

ADDRESS COMMUNICATIONS TO

DIRECTOR SUMMER SCHOOL  
2023 G STREET NORTHWEST  
WASHINGTON, D. C.

VOLUME XVIII.

NUMBER 7

# George Washington University Bulletin

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II.—ARTICLES AND ADDRESSES ON SPANISH LITERATURE, LATIN AMERICAN CULTURE, AND THE TEACHING OF SPANISH IN AMERICAN UNIVERSITIES

III.—THE UNIVERSITY LAW SCHOOL



FEBRUARY, 1920

(ILLUSTRATED)

PUBLISHED BY THE UNIVERSITY AT WASHINGTON, D. C. MONTHLY DURING THE UNIVERSITY YEAR, OCTOBER TO MAY INCLUSIVE, EIGHT TIMES A YEAR

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President Culler conferring the degree of Doctor of Letters upon Vicente Blasco Ibañez. Scene on the platform, Auditorium of Central High School, Washington, D. C., February 23d, 1922. At the left of Blasco Ibañez, seated (from right to left) are Senator Culler, Herbert Hoover and Ex-Secretary MacVeagh.



## SALUTACION ENVIADA A LAS UNIVERSIDADES DEL MUNDO DE HABLA ESPAÑOLA POR LA UNIVERSIDAD DE GEORGE WASHINGTON.

Con motivo de la colación de grados de mediados de invierno, efectuada el 23 de febrero de 1920, y en la cual recibieron el grado de Doctor en Derecho, *honoris causa*, El Honorable William M. Calder, Senador por el Estado de Nueva York; el Honorable Herbert Clark Hoover, ex-Administrador de Subsistencias de los Estados Unidos y el Honorable Franklin MacVeagh, ex-Secretario de Hacienda de los Estados Unidos; y el de Doctor en Letras, *honoris causa*, el distinguido novelista español

DON VICENTE BLASCO IBÁÑEZ.

la Universidad de George Washington envía su saludo fraternal a todas las universidades del mundo de habla española con el aprecio en que tiene el gran aporte que a la vida intelectual ha llevado la raza española, con sus mejores deseos para los eruditos y laureados de dichas instituciones y con el ardiente anhelo de una unión más estrecha.

WILLIAM MILLER COLLIER,  
*Rector.*

### LISTA DE LAS UNIVERSIDADES DE PAISES DE HABLA ESPAÑOLA REPRESENTADAS EN LA COLACIÓN DE GRADOS.

La Universidad de George Washington lamenta que, por falta de tiempo después de tener noticia de que el Señor Blasco Ibáñez concurriría al acto de la colación para recibir el grado, no le hubiera sido posible invitar directamente a las universidades de todos los países de habla española a hacerse representar en él oficialmente y recibir respuesta de ellas. Sin embargo, tales invitaciones fueron encaminadas por el órgano de los embajadores y ministros de España y de las demás naciones de habla española y por el de los funcionarios de la Unión Panamericana. La Universidad agradece altamente el interés que todos ellos demostraron por el lucimiento de la

## GREETINGS TO THE SPANISH-SPEAKING UNIVERSITIES OF THE WORLD.

Upon the occasion of its MIDWINTER CONVOCATION, February 23, 1920, at which the degree of doctor of laws, *honoris causa*, was conferred upon Hon. William M. Calder, U. S. Senator from the State of New York; Hon. Herbert Clark Hoover, former Food Administrator of the United States, and Hon. Franklin MacVeagh, former Secretary of the Treasury of the United States; and the degree of Doctor of Letters, *honoris causa*, upon the distinguished Spanish novelist,

VICENTE BLASCO IBÁÑEZ.

The George Washington University, sends its fraternal greetings to all of the Universities of the Spanish-speaking world, with an acknowledgement of its appreciation of the great contributions to intellectual life made by the Spanish race, and with best wishes for the scholars and students of these institutions, and with an ardent desire for a closer union with them.

WILLIAM MILLER COLLIER,  
*President.*

### LIST OF SPANISH-SPEAKING UNIVERSITIES REPRESENTED AT THE CONVOCATION.

The George Washington University regrets that after it learned that Señor Blasco Ibáñez could attend the Convocation to receive the degree, there was not sufficient time to send an invitation directly to all the Spanish-speaking Universities to be officially represented, and to receive replies from them. Such invitations were, however, conveyed through the Ambassadors and Ministers of Spain and the other Spanish-speaking nations; and through the officials of The Pan-American Union. The University greatly appreciates the interest shown by them



colación y se siente altamente honrada por la asistencia de los mismos a dicho acto. Casi todos los jefes de misión y los miembros del personal de las embajadas y legaciones, así como algunos de sus compatriotas temporalmente residentes en Washington, poseen grados de algunas de las universidades de los países de habla española. Y aun cuando no se hallaran debida y formalmente acreditados como delegados de las mencionadas instituciones, virtualmente eran sus representantes.

La Universidad de George Washington se complace en registrar el hecho de que, según las informaciones que le han suministrado las Embajadas y Legaciones de los países de habla española y los funcionarios de la Unión Panamericana, a la ceremonia de la colación de grados asistieron las siguientes personas pertenecientes a las mismas o que se encuentran en Washington desempeñando misiones especiales. Los nombres de las personas indicadas han sido agrupados de conformidad con la lista diplomática publicada por la Secretaría de Estado de Washington. Por causa de enfermedad o de ausencia temporal de la capital, sólo unos pocos miembros de las Embajada y Legaciones se vieron imposibilitados de asistir a dicha ceremonia.

*España*—Excmo. Sr. Don Juan Riaño y Gayangos. Embajador de España en Washington, Licenciado en Derecho de la Universidad de Madrid.

Señor Don Juan Francisco de Cárdenas, Consejero de Embajada, Licenciado en Derecho de la Universidad de Sevilla.

Señor Don Gonzalo de Ojeda, Segundo Secretario, Licenciado en Derecho de la Universidad de Salamanca.

Teniente Coronel Don Víctor P. Vidal, Ingeniero, Real Academia de Artillería de Segovia.

Señor Don Antonio Cuyas, Agregado Comercial.

*México*—Señor Don Ricardo Huerta, Secretario de la Embajada de México, Doctor de la Universidad de México.

Señor Don C. Serrano, Tercer Secretario.

Señor Don Manuel Y. De Negri, Agregado Comercial, graduado en la Escuela de Comercio del Saint Mary's College de California.

in the Convocation and feels highly honored by their presence. They and nearly all the members of their staffs, and various compatriots who were temporarily in Washington at the time hold degrees from Spanish-speaking Universities. Although they were not duly and formally accredited as delegates from these institutions, they were, in effect, virtually representatives of them.

The George Washington University is pleased to make note of the fact that, according to information furnished to it by the different embassies and legations of the Spanish speaking nations and by the officers of the Pan American Union, the following named persons connected with them or in Washington on special mission, attended the ceremony of the conferring of the degrees. The names are grouped according to the arrangement in the Diplomatic List prepared by the State Department at Washington. In a few instances, illness or temporary absence from the Capital prevented certain embassies and legations from being represented.

*Spain*—His Excellency, Señor Don Juan Riaño y Gayangos, Spanish Ambassador at Washington, Licenciado en Derecho, University of Madrid.

Señor Don Juan Francisco de Cárdenas, Counselor of Embassy, Licenciado en Derecho, University of Sevilla.

Señor Don Gonzalo de Ojeda, Second Secretary; Licenciado en Derecho, University of Salamanca.

Lieut. Colonel Victor P. Vidal, Engineer, Royal Academy of Artillery, Segovia.

Señor Don Antonio Cuyas, Commercial Attaché.

*Mexico*—Señor Don Ricardo Huerta, Secretary, Mexican Embassy; Doctor, University of Mexico.

Señor C. Serrano, Third Secretary.

Señor Manuel Y. De Negri, Commercial Attaché; St. Mary's College of California. School of Commerce.



*Chile*—Excmo. Señor Don Beltrán Mathieu, Embajador de Chile en Washington, Licenciado en Leyes y Ciencias Políticas de la Universidad de Chile.

Señor Don Luis Illanes Guerrero, Consejero de Embajada, Licenciado en Leyes y Ciencias Políticas de la Universidad de Chile.

Señor Don Emilio Edwards, Consejero Comercial, Licenciado en Leyes y Ciencias Políticas de la Universidad de Chile.

Señor Don Enrique A. Klickmann, Segundo Secretario, Bachiller en Filosofía y Humanidades de la Universidad de Chile.

Señor Don Rafael Edwards, Agregado, Ingeniero Civil de la Universidad de Chile.

*Peru*—Excmo. Señor Don Federico Alfonso Pezet, Embajador del Perú en Washington, Doctor en Derecho de la Universidad de Brown, *honoris causa*, y de la Universidad de Miami.

Señor Doctor Carlos Gibson, en representación de la Universidad de Arequipa (véase más adelante).

Señor Doctor Emilio del Solar, en representación de la Universidad de San Marcos (véase más adelante).

*Bolivia*—Excmo. Señor Don Ignacio Calderón, Ministro de Bolivia en Washington, Doctor en Derecho y Ciencias Sociales de la Universidad de La Paz.

Señor Don Alberto Cortadellas, Secretario de Legación, Doctor en Derecho y Ciencias Sociales de la Universidad de La Paz.

Señor Don Pablo Rada, Agregado, Abogado y Doctor en Ciencias Sociales de la Universidad de La Paz.

*Guatemala*—Excmo. Señor Don Joaquín Méndez, Ministro de Guatemala en Washington, Doctor de las Universidades de Guatemala y de París.

Excmo. Señor Don Luis Toledo Herrarte, en representación de la Universidad Estrada Cabrera (véase más adelante).

*Cuba*—Excmo. Señor Don Carlos Manuel de Céspedes, Ministro de Cuba en Washington, Doctor en Derecho de la Universidad de la Habana.

Señor Don Arturo Padró y Almeida, Secretario de Legación, Doctor en Derecho de la Universidad de la Habana.

*Chile*—His Excellency, Señor Don Beltrán Mathieu, Chilean Ambassador at Washington; Licenciado en Leyes y Ciencias Políticas, University of Chile.

Señor Don Luis Illanes Guerrero, Counselor of Embassy, Licenciado en Leyes y Ciencias Políticas, University of Chile.

Señor Emilio Edwards, Commercial Counselor; Licenciado en Leyes y Ciencias Políticas, University of Chile.

Señor Don Enrique A. Klickmann, Second Secretary; Bachiller en Filosofía y Humanidades, University of Chile.

Señor Rafael Edwards, Attaché; Civil Engineer, University of Chile.

*Peru*—His Excellency, Señor Don Federico Alfonso Pezet, Peruvian Ambassador at Washington; LL.D., Brown University; LL.D., Miami University.

Señor Don Carlos Gibson, in representation of the University of Arequipa; *see infra*.

Señor Don Emilio del Solar, in representation of the University of San Marcos; *see infra*.

*Bolivia*—His Excellency, Señor Don Ignacio Calderón, Bolivian Minister at Washington; Doctor of Law and of Social Sciences, University of La Paz.

Señor Don Alberto Cortadellas, Secretary of Legation; Doctor of Law and of Social Sciences, University of La Paz.

Señor Pablo Rada, Attaché; Advocate and Doctor of Social Sciences, University of La Paz.

*Guatemala*—His Excellency, Señor Don Joaquín Méndez, Guatemalan Minister at Washington; Doctor, University of Guatemala, and University of Paris.

His Excellency, Señor Don Luis Toledo Herrarte, in representation of Estrada Cabrera University; *see infra*.

*Cuba*—His Excellency, Señor Don Carlos Manuel de Céspedes, Cuban Minister at Washington; Doctor of Law, University of Havana.

Señor Don Arturo Padró y Almeida, Secretary of Legation; Doctor of Law, University of Havana.



Señor Don José T. Baron, Segundo Secretario, Doctor en Derecho de la Universidad de la Habana.

*Venezuela*—Excmo. Señor Don Santos A. Domínci, Ministro de Venezuela en Washington, antiguo Rector de la Universidad de Caracas, Doctor en Medicina de las Universidades de Caracas y París.

*Panamá*—Señor Don J. E. Lefevre, Encargado de Negocios de Panamá en Washington, graduado en el Instituto Nacional de Panamá.

Señor Don Enrique Geenzier, Agregado, en representación del Instituto Nacional de Panamá (véase más adelante).

*Ecuador*—Excmo. Señor Don Rafael H. Elizalde, Ministro del Ecuador en Washington, Doctor en Derecho de la Universidad de Guayaquil.

Señor Don Miguel A. de Ycaza.

Señor Don L. A. Peñaherrera.

*Colombia*—Excmo. Señor Don Carlos Adolfo Urueta, Ministro de Colombia en Washington, Doctor en Derecho y Ciencias Políticas de la Universidad de Bolívar.

*Honduras*—Excmo. Señor Don J. Antonio López Gutierrez, Ministro de Honduras en Washington.

Excmo. Señor Don Policarpo Bonilla, Enviado Extraordinario y Ministro Plenipotenciario en Misión Especial, Doctor en Derecho de la Universidad de Honduras.

Señor Don R. Camilo Díaz, Secretario de Legación y Encargado de Negocios.

Señor Don Rafael Heliodoro Valle, Secretario de la Misión Especial.

*Nicaragua*—Señor Don Manuel Zavala, Secretario de la Legación de Nicaragua en Washington.

Señor Don Adolfo Cárdenas, Ingeniero Civil de la Universidad de Lehigh.

*Paraguay*—Excmo. Señor Don Manuel Gondra, Ministro del Paraguay en Washington.

*Uruguay*—Excmo. Señor Don Jacobo Varela, Ministro del Uruguay en Washington, Doctor en Derecho y Ciencias Sociales de la Universidad de Montevideo, antiguo Profesor de Derecho Internacional.

Señor Don José T. Baron, Second Secretary; Doctor of Law, University of Havana.

*Venezuela*—His Excellency, Señor Don Santos A. Domínci, Venezuelan Minister at Washington; Former Rector of the University of Caracas, Doctor of Medicine, University of Caracas, University of Paris.

*Panama*—Señor Don J. E. Lefevre, Chargé d'Affaires of Panama at Washington; Graduate, "Instituto Nacional" of Panama City.

Señor Don Enrique Geenzier, Attaché; in representation of "El Instituto Nacional" of Panama City. *see infra*.

*Ecuador*—His Excellency, Señor Don Rafael H. Elizalde Ecuadorean Minister at Washington; Doctor of Law, University of Guayaquil.

Señor Don Miguel A. de Ycaza, Secretary of Legation.  
Señor Don L. A. Penaherrera, Attaché.

*Columbia*—His Excellency, Señor Don Carlos Adolfo Urueta, Columbian Minister at Washington, Doctor of Laws and Political Sciences, University of Bolívar.

*Honduras*—His Excellency, Señor Don J. Antonio López Gutierrez, Honduran Minister at Washington.

His Excellency, Señor Don Policarpo Bonilla, Envoy Extraordinary and Minister Plenipotentiary on Special Mission, Doctor of Laws, University of Honduras.

Señor Don Rafael Heliodoro Valle, Secretary of Special Mission.

Señor Don R. Camilo Díaz, Secretary of Legation and Charge d'Affaires.

*Nicaragua*—Señor Don Manuel Zavala, Secretary of Nicaraguan Legation at Washington.

Señor Don Adolfo Cárdenas, C. E., Lehigh University.

*Paraguay*—His Excellency, Señor Don Manuel Gondra, Paraguayan Minister at Washington.

*Uruguay*—His Excellency, Señor Don Jacobo Varela, Uruguayan Minister at Washington, Doctor of Law and Social Sciences, University of Montevideo; formerly professor of International Law in said university.



*Unión Panamericana*—Señor Don Francisco J. Yánes, Subdirector de la Unión Panamericana y Director de la Sección de Educación de la misma, Bachiller en Filosofía de la Universidad de Caracas.

La Universidad de George Washington desea dejar plena constancia del agrado con que cumplimentó a las siguientes personas que debidamente acreditadas por ciertas instituciones o que por razón de sus íntimas relaciones con otras poseían el derecho de asumir su representación en la oportunidad mencionada, personas todas a quienes recibió cordialmente, asignándoles sitios de honor en la procesión académica y en el estrado:

Señor Don Emilio del Solar, Segundo Secretario de la Embajada del Perú, Universidad de San Marcos de Lima. Bachiller en Letras, 1917; Doctor en Derecho, 1918; Doctor en Ciencias Políticas y Administrativas, 1918.

Señor Don Carlos Gibson, Primer Secretario de la Embajada del Perú, Universidad de Arequipa. Doctor en Jurisprudencia, 1908; Doctor en Filosofía y Letras, 1906; Doctor en Ciencias Políticas y Administrativas, 1908; Miembro de la Academia Lauretana de Arequipa, 1908.

Señor Don Angel César Rivas, Universidad de Caracas. Doctor en Ciencias Políticas y ex Professor de Derecho Internacional y Derecho Constitucional de dicha Universidad; Individuo de Número de la Academia Nacional de la Historia de Venezuela.

Excmo. Señor Don Luis Toledo Herrarte, Ministro de Relaciones Exteriores de Guatemala, en misión especial en Washington, Doctor en Derecho de la Universidad Estrada Cabrera de Guatemala.

Señor Doctor Jorge Vargas Suárez, Professor de la Universidad Nacional de Bogotá.

Señor Doctor Emilio Jimeno, Professor, Universidad de Oviedo.

Señor Don Enrique Geenzier, del Instituto Nacional de Panamá.

*Pan American Union*—Señor Don Francisco J. Yánes, Assistant Director, Pan American Union, in charge of Educational Section; Bachelor of Philosophy, University of Venezuela.

The George Washington University desires especially to put upon record an expression of the pleasure with which it welcomed the following named persons who were duly appointed as representatives of certain institutions, or who, by reason of their very intimate relations with others, had the right to assume representation of them for this occasion, and who were cordially received as such and were given places of honor in the academic procession and special seats upon the platform.

Señor Don Emilio del Solar, second secretary, Peruvian Embassy; UNIVERSITY OF SAN MARCOS, Lima Peru; Bachelor of Arts, 1917; Doctor of Law, 1918, Doctor of Political and Administrative Sciences, 1918.

Señor Don Carlos Gibson; first secretary (Counselor), Peruvian Embassy; UNIVERSITY OF AREQUIPA, Peru; Doctor of Jurisprudence, 1908; Doctor of Philosophy and Letters, 1906; Doctor of Political and Administrative Sciences, 1908; Member of the "Academia Lauretana" of Arequipa, 1908; Member of the College of Lawyers of Arequipa, 1908.

Señor Don Angel César Rivas, member of the editorial staff of The Bulletin of The Pan-American Union; UNIVERSITY OF CARACAS; doctor of law, and later professor of International Law and Political Science in said University; Fellow of the National Academy of History of Venezuela.

His Excellency Señor Don Luis Toledo Herrarte, Minister of Foreign Affairs of Guatemala, now on Special Mission to the United States; doctor of law, ESTRADA CABRERA UNIVERSITY, Guatemala.

Señor Doctor Jorge Vargas Suárez; Professor, THE NATIONAL UNIVERSITY OF COLOMBIA.

Señor Doctor Emilio Jimeno, Professor of Chemistry, UNIVERSITY OF OVIEDO.

Señor Don Enrique Geenzier, THE NATIONAL INSTITUTE OF PANAMA.



## THE MIDWINTER CONVOCATION.

Inasmuch as Washington's birthday fell on Sunday this year, the Midwinter Convocation Exercises were held on Monday afternoon, the 23rd, at three o'clock. It was first announced that they would take place in the Auditorium of The Masonic Temple, where the two previous Convocations had been held; but within a week after the first tickets had been sent out, requests for admission were so numerous that it became doubtful that this building would accommodate all who would come, and the place for holding the Convocation was changed to the Auditorium of the Central High School, which has a seating capacity twice as great as the Masonic Temple. The comparative inaccessibility of the Central High School gave rise to doubts as to the audience being large enough to fill the house, especially if the weather should prove bad. These doubts, however, proved unfounded. There seems to have been a universal desire to see the four eminent men who were to receive honorary degrees from the University, two of whom, in fact, were to deliver addresses. When Convocation Day arrived, despite a drizzling rain, so great was the crowd that, although the vast auditorium was packed to its capacity (2,500, including nearly 500 who were on the stage), at least 1,000 people could not obtain admittance. Tickets for reserved sections had been given out to those connected with the University and to persons who had made previous application; but a section had been thrown open to the public and the multitude that sought entrance here, not finding sufficient seats, overflowed into the reserved sections notwithstanding the protests of the ushers. The building quickly filled and when every seat had been taken and a few hundred had been permitted to stand in the rear of the house, the police closed the doors and allowed no more to enter. The University keenly regrets that the building could not accommodate all, and especially that many ticket-holders, who had special claims upon it, could not gain access, and that so many were subjected to inconvenience and to discomfort.

As a compliment to the Spanish race, whose greatest living novelist was to be given a doctorate of letters, the flags of every one of the Spanish-speaking nations of the world, nineteen in all, were hung in the auditorium. That of Spain, Blasco Ibáñez' native land, occupied the place of

honor together with the Stars and Stripes, being hung at the back of the stage, with the University's war-service flag between them. The flags of all the other Spanish-speaking nations, arranged in alphabetical order, hung from the balcony.

The exercises passed off smoothly and successfully, although requiring a little over two hours, due to the fact that the speech of President Collier in conferring the degree of doctor of letters upon Senor Blasco Ibáñez was delivered by him both in English and in Spanish, and the address of Senor Blasco Ibáñez, delivered by him in Spanish, was followed by an English summary of it read by Assistant Professor Doyle.

An innovation in the programme was the declaration of allegiance to the flag, the recital of "The American's Creed," and the dedication of a floral tribute to be placed upon the monument to George Washington in this city. As soon as Rev. Dr. Radcliffe finished the invocation, into which he incorporated George Washington's prayer for the United States, regularly used by the University at the "President's Chapel" and on Commemorative occasions, President Collier requested the audience to remain standing until the flags were brought in and until the finishing of the recital by him, in behalf of the University, of the declaration of allegiance and creed and also of his remarks dedicating the floral tribute. Thirteen flags, symbolical of the original thirteen colonies, were then borne down the aisles by students, four down each of the two side aisles, and five followed by the University flag down the center aisle. The President stood at salute as the thirteen flags were presented in front of the floral tribute, a gigantic wreath, upon an easel in front of the stage, with suitable inscription lettered upon the broad buff-and-blue ribbons that were fastened to it. After the recital of the declaration of allegiance and the American's creed and after brief dedicatory remarks by President Collier, the thirteen flags followed by the University flag and by the memorial wreath were borne down the center aisle, and the floral tribute was at once taken to the monument and placed at its entrance, pursuant to an arrangement made with Colonel Ridley, in charge of Public Buildings and Grounds, and in union with The Association of Oldest Inhabitants of the District and one or two other organizations which also placed wreaths on the monument, thus inaugurating a custom which it is hoped to make perpetual.



The scholarly address of Senator Calder was delivered in an excellent manner and was most favorably received. After the degrees in course were given, President Collier at once began to confer the honorary degrees. His words of eulogy of each of the three doctors of laws drew rounds of applause from the audience, Doctor Hoover's friends being numerous and demonstrative.

President Collier then proceeded to confer the doctorate of letters upon Blasco Ibáñez. He first delivered a speech in English and then, directly addressing the great Spanish author, repeated it all to him in Spanish. As soon as the famous novelist had been vested with the academic hood and had been welcomed into the fellowship of the Alumni of the University, waves of applause and cheers swept over the great audience. As soon as quiet was restored he began an address in Spanish, of rare literary merit, delivered with the highest oratorical effect. Fortunately several hundred people in the audience were of the Spanish race. The diplomatic representatives of Spain and nearly all the Spanish-speaking nations of South America, with their staffs and their families, were present, also several persons as representatives of Spanish-speaking universities. Shouts of "bravo" frequently were heard as Blasco Ibáñez terminated his passages, full of pathos, poesy and imagery. Even the non-Spanish portion of the audience was greatly moved by the speaker's address. His vehemence, his gestures, and the tones of his voice captivated all; and when the excellent summary in English was read by Assistant Professor Doyle, with great expressiveness, everyone realized and appreciated and enjoyed the beauty and charm of the speech. It is safe to say that no finer or more appropriate address was ever delivered at an academic occasion.

All the speeches delivered on Convocation Day, besides relevant articles by the Spanish Ambassador and by the Assistant Director of the Pan American Union, appear elsewhere in this number.

The programme of the Exercises is herewith reproduced.

# Midwinter Convocation

## The George Washington University

February 23rd, 1920

### ORDER OF EXERCISES

OVERTURE	National Airs	<i>Tobani</i>
SELECTION	Carmen	<i>Bizet</i>
MARCH	U. S. A.	<i>Heath</i>

(The academic procession entered the hall in the following order: The President escorting the Convocation Orator; the Vice-Chairman of the Board of Trustees escorting Señor Blasco Ibañez who was to deliver an address; Messrs. Hoover and MacVeagh, who also were to receive honorary degrees; and the Chaplains of the day, each escorted by a Trustee; other Trustees, University Councillors, Ex-Presidents of the University, the Deans and the Faculties of the School of Graduate Studies, Columbian College, College of Engineering, and Teachers College, of the Medical School, the Dental School, and the School of Pharmacy, and the Law School; alumni and honorary alumni of the University in academic costume; the members of the graduating class; the members of the classes graduating in June; and the Staff and Pupil Nurses of the Nurses Training School.)

PRAYER—The Reverend Wallace Radcliffe, D.D., LL.D.,

Minister of the New York Avenue Presbyterian Church.

PRESENTATION OF THE COLORS AND SALUTE TO THE FLAG.

—PRESIDENT COLLIER.

I pledge allegiance to my Flag and to the Republic for which it stands—one nation, indivisible, with liberty and justice for all.

READING OF "THE AMERICAN'S CREED"—PRESIDENT COLLIER.

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign States; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag, and to defend it against all enemies.

DEDICATION OF THE UNIVERSITY'S FLORAL TRIBUTE TO THE MEMORY OF  
GEORGE WASHINGTON TO BE PLACED AT THE ENTRANCE OF THE  
WASHINGTON MONUMENT.

The University is indebted to Mr. Frederick Denison Owen of the Office of Public Buildings and Grounds, not only for designing the wreath that is today placed, but also for the suggestion that this be done and that it be made an annual custom in connection with the Washington's Birthday exercises of the University. Mr. Owen who is an alumnus of the University (B.S. 1905, M.S. 1906) was the designer of the official seal of the University and also of the University flag.



## ORDER OF EXERCISES

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ADDRESS—The Honorable William Musgrave Calder,  
United States Senator from New York.

### CONFERMENT OF DEGREES IN COURSE.

#### PRESENTATION BY DEAN WILBUR OF CANDIDATES FOR DEGREES IN COLUMBIAN COLLEGE.

##### BACHELOR OF ARTS

Wager Swayne Brown.....District of Columbia  
Lewis Maxwell Lide.....District of Columbia  
Fred Nash Oliver.....Texas

##### BACHELOR OF SCIENCE IN MEDICINE

William Clifford Gardner.....Pennsylvania  
M.D., 1919, George Washington University.

#### PRESENTATION BY DEAN FERSON OF CANDIDATES FOR DEGREES IN THE LAW SCHOOL.

##### BACHELOR OF LAWS

George Henry Carter.....Iowa  
Highland Righter Johns.....Pennsylvania  
James Arthur Kennedy.....South Carolina  
Henry Miller.....Kentucky  
George Henry Paltridge.....District of Columbia  
Paul Edgar Shorb.....North Dakota  
"With Distinction"  
John Pride Tomlinson.....Tennessee

##### MASTER OF LAWS

Louis Malvern Denit.....District of Columbia  
LL. B., 1918, George Washington University.  
Herbert Clarence Fooks.....District of Columbia  
LL. B., 1916, University of Idaho.

## ORDER OF EXERCISES

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### PRESENTATION BY DEAN HENNING OF CANDIDATES FOR DEGREES IN THE SCHOOL OF GRADUATE STUDIES.

#### MASTER OF SCIENCE

Hsiao Wei Min.....China

B.S., 1916, Peiyang Government University.

Laura Winfield Steever.....District of Columbia

B.S., 1911, George Washington University.

#### MASTER OF ARTS

Otto Carl Gsantner.....District of Columbia

A.B., 1915, George Washington University.

Margaret Hertha Schoenfeld.....District of Columbia

A.B., 1918, George Washington University.

Yung-Ching Yang.....China

A.B., 1910, Soochow University; LL.B., 1919, George Washington University.

#### DOCTOR OF PHILOSOPHY

Elias Elvove.....District of Columbia

S.B., 1901; S.M., 1904, University of Kentucky; Ph.D., 1910, George Washington University.

Thomas Elliott Snyder.....District of Columbia

B.A., 1907, Columbia University; M.F., 1909, Yale University.

Frank Alexander Wetmore.....District of Columbia

A.B., 1912, University of Kansas; M.S., 1916, George Washington University.

REMARKS TO GRADUATES.....President Collier

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WALTZ

Joyous

Kreisler



## ORDER OF EXERCISES

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### CONFERMENT OF HONORARY DEGREES

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#### *Doctor of Laws*

William Musgrave Calder    Herbert Clark Hoover    Franklin MacVeagh

#### *Doctor of Letters*

Vicente Blasco Ibáñez

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ADDRESS..... Señor Don Vicente Blasco Ibáñez

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STAR SPANGLED BANNER..... *Key*

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BENEDICTION—The Reverend David Ransom Covell, M.A., B.D., Social  
Service Secretary of the Episcopal Diocese of Wash-  
ington.

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GRAND MARCH—from                      "Aida"                      *Verdi*

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(THE AUDIENCE REMAINED IN PLACE UNTIL THE  
ACADEMIC PROCESSION LEFT THE AUDITORIUM.)

Orchestra under the direction of Sol Minster.



HON. WILLIAM M. CALDER

Convocation Orator, February 23rd, 1920

"WILLIAM MUSGRAVE CALDER: For ten years a Representative in Congress; now Senator from the State of New York; an industrious and conscientious legislator, ever seeking to give expression to the judgment of the people formed after careful consideration; champion of American institutions which guarantee the fullest opportunities to everyone; himself an example of their successful working in the cases of all those who themselves are willing to work." *Words of President Collier in conferring the degree of Doctor of Laws*



## THE DUTIES AND OPPORTUNITIES OF THE HOUR.

AN ADDRESS BY HONORABLE WILLIAM M. CALDER,  
*United States Senator from New York, at the Midwinter  
Convocation of the George Washington University.*

FEBRUARY 23, 1920.

Wherever we turn, confusion is evident and no matter what human activity is observed, a divergence from the normal is apparent.

More than a year has elapsed since the signing of the armistice and we are looking forward to the future with much concern.

We do well, however, to seek assurance that the Nation's future has for its citizenship established justice, insured domestic tranquillity, maintained the common defense, and secured the blessings of liberty. The Fathers declared these were the objects demanding the creation of this Government and if no competent cause for the destruction of these objects of government is to be seen, let us take courage and go forward with the tasks of today.

A nation can no more come from terrific struggle and titanic expenditure of energy than can a man, justly hoping to resume immediately the even tenor of its life. Strong and vigorous men, attacked by disease, spend months in finding again the strength that was theirs. Likewise, the nation, plagued by war and compelled to meet the plague with every ounce of national energy, must go through the days of convalescence which seem at times unending. As a nation, we cannot escape the aftermath of complete organic disturbance. The national mind will not in a moment lose the fiery fever brought by war, but confusion of thought will diminish and cease, in time, if the consequences of war are accepted as burdens to be borne by the body politic before it can function normally.

However, the cessation of confusion will be hastened if the Nation remembers its former strength and its recovery from past national conflicts. Greater by far were the riches of our products of farm and factory and mine when we entered this war than were they at the beginning of any

previous war. American initiative and ingenuity had struggled with nature and made a wilderness a place of happy homes and contented people long before 1917. But the material wealth of our people had increased and the blessings of the Union had become more obvious. The justification of the fathers in laying the foundation of this Government was manifest in the unobstructed exercise of free speech, the toleration of diverse religious beliefs, and the unmistakable signs that the road to opportunity was an open highway.

With a unity of material resources unequaled in any former day, we entered the war with Germany. Not only did we enter, but we emerged from that war with material resources less diminished than in bygone struggles. We have no ruined villages and cities to rebuild. We have no invaded farms to replant. We have no destroyed mines to reopen. Only a fraction of our national plenishment has been displaced merely for a little while. We have increased indebtedness to face, but that indebtedness is a challenge to the productive power of the Nation less to be feared than that which came to us when the War between the States was ended. The energy and industry and skill of pre-war days bid us be assured that fear for the future is not justified by the material burdens placed upon us by this war.

But national strength among us has had other standards than those counted by dollars and weight measures. Is it possible that the voices of the few prophets of national decay and destruction will be heard above the united pledge of allegiance which greeted the Nation's cry for help not three years ago? Then in every direction of the compass were seen the stars of service flags. Four million of them brightened the windows of American homes, and millions more waited only for their hour to add to the brightness. They bore witness to the world that love of liberty had here a new birth; and devotion to the Nation was unconfined, either by station, or place or age. Men who fear for the future of this Republic are like men who, blinded by the light of the sun, deny its existence. The brilliancy of the service of Americans of yesterday makes the fearful deny that an unsullied national service will be rendered by Americans of tomorrow. Whatever the clamor for governmental overthrow may now cry aloud, the events of recent days demonstrated that the people of this Nation believed its Government is of them, for them and by them. The



appeal of Lincoln on the field of Gettysburg for the dedication of the Nation to the preservation of that Government was answered by the people of his day, and each succeeding generation of Americans has gladly responded to his appeal, but no more wholehearted dedication of life and of all has been made than that of the generation of which the dead of this war were a part. A clearer and stronger call to succeeding generations for the preservation of this government will go forth than that which went to any heretofore, for added to the appeal of the founders and fathers and preservers of the Nation, is the appeal of those who carried the message of human freedom and hope across the sea. Into the future, four million of our youth will carry love of land, hallowed by those "mystic chords of memory" stretching out to the graves of all our valiant dead.

With material wealth scarcely touched and with moral wealth mightily enriched, through the confusing conditions of today we can see a well ordered tomorrow. Surely no national inheritance has been so much to be desired as that which comes to you young men and women of this generation. A multitude of opportunities are urging you to seek them. Every young man and woman who comes to the close of college life has a laudable desire to do big things or to partake in great movements or undertakings. No matter what calling they may select as their life's work, they hope for and dream of the days when they shall be able to serve their fellowmen in a noble way. Indeed, the most tragic hour of one's life is that in which is lost the ambition to render big service to society. Scarcely anyone hopes for wealth simply to possess it, or to gain position simply to occupy it. His hope is built on a desire to use both for the good of others.

For a generation and more, industry and commerce have called the best brains of our country to their service. We have been passing through a period of industrial and commercial expansion and development. Men who desired place and power among their fellowmen have found in these pursuits the gratification of their ambition. The railroads, banks and great industries have demanded and have received the undivided attention of many of the master minds of America.

It would not be true to say that during that period of industrial and commercial expansion the affairs of state have been neglected by men of ability, but it is true that

men of large brain power have striven in greater numbers for place in the commercial and industrial rather than in the political life of the Nation.

Today, however, in the sphere of governmental operations, greater and more extensive opportunities are offered to the man and woman of brain than can be found in private pursuits. No railroad manager or magnate ever dreamed of securing for himself such a place to exercise his knowledge of our transit problems as is offered through membership in the great transportation commission of the Government. Consolidations of systems, prohibited to the individual of the past, are now to be made possible under the guidance of servants of the public. It is not inconceivable that Harriman and Huntington, the great railroad builders of the last generation, had they lived, might have coveted the opportunity to serve the Nation in solving the transportation problems of tomorrow.

In the Consular and Diplomatic Service of America, men and women with vision can find a life's task. When one compares our international scope of the days when John Jay and Franklin were our foreign representatives with the scope of today, how vastly have grown the opportunities for the exercise of skill and tact and judgment in the conduct of the international affairs of our Republic. If the peace of the world is to be preserved, the moral power of America must be justly and judiciously exercised and representatives of American thought must be found to stand in foreign fields prepared to speak for America when the occasion demands.

It is difficult to imagine a place more to be coveted as a field for human endeavor than that offered in the Diplomatic and Consular Service of this Nation as we enter upon this period of world readjustment.

Where can minds inclined to figures and finance find a task more stupendous than that which confronts the men who must formulate and direct the financial system made essential by the war just closed? Hamilton well deserved the tribute paid by Webster for the manner of his meeting the nation's financial needs in its infancy. For some future Webster is reserved the expression of a tribute equally well deserved for the men who will preserve the national peace while our people pay the cost of this greatest of conflicts.



These are but a few of the activities of the Government calling for trained men and women. Countless others could be named, for much as it may be regretted, the trend is towards centralization of power in the Federal Government. That trend is not always for the public good. It needs direction and the agencies for its direction are the men and women now leaving our schools and colleges. On them an imperative duty is laid to get ready to be participants in the solution of great problems. Indeed, it would sometimes seem as if commercial and industrial development had almost reached their high point and that governmental development was about to open up a field of endeavor, the limits of which cannot be clearly foretold, but the proper guidance of which means much for the welfare of all the citizenship of this land.

We are not fearful for the future. Its tasks will be tremendous, but within itself America will find master workmen upon whose handicraft she can depend.

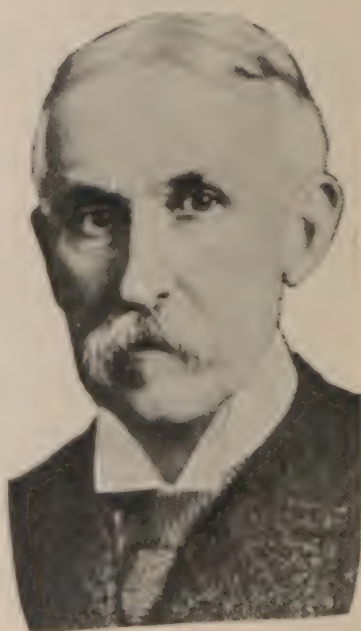


"HERBERT CLARK HOOVER:  
As Chairman of the Committee for  
Relief in Belgium, he saved a People  
from starvation; as Food Administra-  
tor of the United States, he powerfully  
helped Allied Nations win a War that  
preserved the World for Civilization."

*Words of President Collier in conferring the degree  
of Doctor of Laws.*

"FRANKLIN MACVEAGH: former  
Secretary of the Treasury; maintaining  
in that office of vast power and respon-  
sibility the same high standards of fidel-  
ity to duty, and applying to it the same  
tried and approved methods of efficient  
management, that had previously en-  
abled him to achieve conspicuous suc-  
cess in the administration of private  
business affairs and to take a most  
prominent part in the civic activities of  
the great municipality of Chicago, as  
well as of the State and the Nation,"

*Words of President Collier in conferring the degree  
of Doctor of Laws.*







WILLIAM MILLER COLLIER, A. M., LL. D.  
President of The George Washington University  
Former American Minister to Spain



A la Universidad George Washington,  
el más reciente de sus doctores, como  
testimonio de eterna adhesión y gratitud

Febrero 26  
1920

Vicente Blasco Ibañez

Translation. To The George Washington University, the most recent of its doctors,  
in testimony of eternal adherence and gratitude  
February 26, 1920

Vicente Blasco Ibañez



DISCURSO PRONUNCIADO POR EL SR. DR.  
WILLIAM MILLER COLLIER, RECTOR DE  
LA UNIVERSIDAD DE GEORGE WASHINGTON,  
AL CONFERIRLE AL SR. DON VICENTE  
BLASCO IBÁÑEZ EL GRADO HONORARIO DE  
DOCTOR EN LETRAS.

DAMAS Y CABALLEROS:

Esta Universidad se honra hoy con la presencia en ella de Don Vicente Blasco Ibáñez. Sus libros han sido traducidos a muchas lenguas; pero, al escribirlos, él se ha circunscrito a su idioma nativo, el sonoro y expresivo castellano, lengua en la que también prefiere dirigirse a vosotros esta tarde. Así, pues, expresaré, primero en inglés, nuestra bienvenida al huésped y la admiración que nos merece, para luego, al dirigirme directamente a él, repetir estas palabras en castellano.

SEÑOR:

A nombre de la Universidad de George Washington os doy la bienvenida a este recinto; y, valiéndome de una hermosa expresión de la hospitalidad española, os digo: Señor, estáis en vuestra casa.

Abrigo la seguridad de que en todo lo que voy a decir acerca de vos interpretaré fielmente los sentimientos no sólo de los administradores, consejeros y profesores de la Universidad y de sus estudiantes, los cuales pasan de cuatro mil, sino de los habitantes de esta ciudad, capital de la Nación. Por lo demás, sus saludos y alabanzas no son sino débil eco del creciente coro con que, del uno al otro océano, todo el pueblo americano ha expresado en el curso de vuestro viaje al través del continente la admiración que siente por vos. Sinceramente lamentamos vuestra reciente y grave enfermedad, regocijándonos de que hayáis recuperado completamente la salud. Vuestra presencia entre nosotros nos llena de placer.

Los americanos del norte y del sur alimentamos de consuno un sentimiento de gratitud por la gran reina española que se llamó Isabel la Católica y que poseyó la fe, el valor y el desprendimiento necesarios para equipar de su propio peculio las caravelas que, guiadas por Colón, realizaron aquel viaje que dió por resultado el descubri-

ADDRESS OF  
WILLIAM MILLER COLLIER,  
PRESIDENT OF  
THE GEORGE WASHINGTON UNIVERSITY,  
IN CONFERRING THE HONORARY DEGREE OF DOCTOR  
OF LETTERS UPON  
SEÑOR DON VICENTE BLASCO IBÁÑEZ

LADIES AND GENTLEMEN:

This University is honored today by the presence of Vicente Blasco Ibáñez. His books have been translated into many languages but he has, in writing them, restricted himself to the use of his own native tongue, the sonorous and expressive Spanish, and he prefers this afternoon to speak to you in that language. I shall, therefore, give expression to our welcome to him and our admiration for him, first in English, and then, directly addressing him, repeat it in Spanish.

Sir:

In the name of The George Washington University I welcome you to its halls. To use that beautiful expression of Spanish hospitality, "you are in your own house, sir."

I am sure that in all that I am about to say, I am the faithful interpreter of the sentiments not only of the trustees, councillors, and professors of the University and of its students—more than four thousand in number—but also of the people of this great city, the nation's capital. Moreover their greetings and words of praise are but the faint echo of the swelling chorus that has voiced the admiration entertained for you by the whole American people, from ocean to ocean, as you have traveled across the continent. Our hearts were heavy when we heard of your recent severe illness. We rejoice that you have been reestablished in health. We are delighted that you are with us today.

Americans, North and South, cherish a feeling of gratitude for the great Spanish queen, Isabella the Catholic, who had the faith and the courage and the unselfishness to fit out, at her own expense, the caravels which under the guidance of Columbus made that voyage which resulted in the discovery of America and the gift of a New



miento de América y el presente de un Nuevo Mundo, ofrecido no sólo a Castilla y a León, sino a toda la humanidad. También llevamos en la mente el recuerdo de los numerosos, grandes, espléndidos e imperecederos servicios que, en su pasado de más de dos mil años, le ha prestado España a la humanidad. Os damos, de consiguiente, la bienvenida como español.

Como quiera que nacisteis en Valencia, la ciudad del Cid, gran caudillo de un pueblo que luchó por emanciparse de un opresor extranjero; puesto que descendéis de ese viejo Aragón, indomable y amante de la justicia; y puesto que en vuestra vida habéis dado muestras de ese individualismo, de esa confianza en sí mismo y de esa energía y virilidad que caracterizan el individualismo español y que la raza heredó de los guerreros que casi incesantemente y por espacio de siete centurias batallaron por reconquistar a España del poder musulmán, nosotros os damos la bienvenida como español de la península, como español españolísimo.

También nos son conocidos vuestros largos viajes, vuestra permanencia un tiempo y el constante interés que os inspiran los dilatados países que se extienden al sur del nuestro y a los cuales fue llevada la civilización europea por los intrépidos descubridores y exploradores que durante el reinado del gran Emperador Carlos V e inspirados por el *Plus Ultra* de su divisa se aventuraron más allá de las Columnas de Hércules y fundaron las colonias que con el transcurso del tiempo debían ser las naciones independientes a quienes, según opinión de un gran Secretario de Estado norteamericano, Elihu Root, les corresponde el siglo veinte y en cuyas manos se encuentran en gran parte los destinos de la humanidad. En presencia de los embajadores y ministros que tan dignamente representan a España y a las diversas naciones de habla española, así como en la de muchos laureados de las universidades de esos países, os saludamos como representante de la por extremo difundida y diseminada raza española, raza de gloriosas tradiciones, de soberbias conquistas, de inextinguible vitalidad y de constante y creciente influjo.

Siempre habéis demostrado un universal sentimiento de simpatía; habéis comprendido el espíritu irresistible de la época; habéis conmovido los corazones; y hecho vibrar el

World not only to Castile and Leon, but to all humanity. We are mindful, too, of the many and great, the splendid and enduring, services which Spain in her more than two thousand years of history has rendered to mankind. We welcome you, therefore, as a Spaniard.

Born in Valencia, the city of the Cid, that great champion of a people seeking deliverance from a foreign oppressor; tracing your lineage back to old, indomitable, justice-loving Aragon; displaying in your own life the typical Spanish individualism, the self-reliance, energy and virility, inherited by the race from those warriors who for seven centuries battled almost ceaselessly to reconquer Spain from the Moor, we welcome you as a Spaniard of the Peninsula, a Spaniard—a Spaniard through and through.

We know, too, of your extended travels and your actual residence, at one time, and your abiding interest in those vast countries to the south of us to which European civilization was carried by the intrepid discoverers and explorers who, when the great Emperor Charles the Fifth was king of Spain, inspired by his motto, "Plus ultra," pushed beyond the "Pillars of Hercules" and established the colonies which in the process of time have become those independent nations to whom, in the words of the great North American Secretary of State, Elihu Root, the twentieth century belongs, and in whose hands are so largely held the destinies of mankind. In the presence of the ambassadors and ministers who so worthily represent Spain and the various Spanish speaking nations, and in the presence of very many graduates of the universities of those countries, we salute you as a representative of that far-flung, wide-spread Spanish race—race of glorious traditions, of mighty achievements, of unexhausted vigor, and of steadily increasing influence.

You have ever exhibited a worldwide breadth of sympathies. You have understood the prevailing spirit of the times. You have stirred the hearts and moved



alma de los hombres de todas las razas y climas; y, para valermé de una expresión española muy usada pero harto expresiva, en vuestras relaciones con las gentes de otras naciones habéis sido siempre muy simpático. Amante de la libertad universal y de la igualdad de oportunidades para todos, sentís, como el poeta romano, que nada de lo que pertenece a la humanidad os es indiferente. Os saludamos, pues, como ciudadano del mundo.

Simpatizásteis con nosotros y con nuestros aliados durante la última guerra. Tuvísteis la comprensión e interpretásteis para el mundo en los "Cuatro Jinetes del Apocalipsis" el espíritu triunfante de Francia en la hora de prueba. Apreciásteis los móviles del pueblo de los Estados Unidos y en vuestra última novela "Los Enemigos de la Mujer" le habéis acordado generosa alabanza por su intervención. Os consternó la espantosa destrucción de vidas y propiedades y fuísteis inspirado por una mente y un espíritu brillantemente desarrollados. Habéis descrito con la mayor intensidad el bestial horror de la lucha y revelado con la mayor sencillez la gloria sublime del sacrificio. Habéis sido, no sólo camarada leal, sino también camarada muy útil, pues habéis esgrimido una pluma mucho más poderosa que diez mil espadas. Os aclamamos, pues, como Defensor de nuestra Causa.

En el campo de las letras, España es y siempre ha sido soberana. Así en proverbios y en dichos agudos como en obras descriptivas y de imaginación, su literatura es extraordinaria. La gran mayoría de los proverbios de uso común en todos los países tuvieron su origen en el pueblo de Don Quijote y Sancho. El cristalizado sentido común del campesino español halla delicada expresión en metáforas de aplicación universal. El drama siempre ha florecido en ella, desarrollándose en ocasiones con exuberancia, como en el caso de Lope de Vega, de quien se dice que escribió dos mil piezas teatrales. La poesía es en esa tierra forma espontánea de expresión; pero es en la novela en la que la preeminencia de los españoles es por todos reconocida. Nunca se escribió novela más grande ni de más constante frescura e interés que el "Ingenioso Hidalgo Don Quijote de la Mancha." Así como los hombres de todos los tiempos han aclamado a Shakespeare como el más grande de los dramaturgos, los hombres de todas las naciones le conceden a Cervantes la primacía como novelista.

the souls of men of all races and all climes. In your relations with the peoples of other nations you have always been, to use a very familiar but very significant Spanish expression, "muy simpático." A lover of universal freedom and of equal opportunities for all, you feel, as did the Roman poet, that nothing which pertains to mankind is foreign to you. We greet you, then, as a great world-citizen.

You sympathized with us and our allies in the late war. You understood and, in *The Four Horsemen of the Apocalypse*, interpreted to the world the triumphant spirit of France in the hour of trial. You appreciated the motives of the people of the United States, and in your last novel, "*The Enemies of the Woman*," have given them a generous measure of praise for their intervention. You were shocked by the awful destruction of life and property; you were inspired by the splendid development of mind and soul. You have most vividly portrayed the bestial horror of the strife and most plainly revealed the sublime glory of the sacrifice. You have been not only a loyal comrade but a most helpful one, for you have used a pen mightier than ten thousand swords. We hail you, then, Champion of our Cause.

In the realm of letters, Spain is and always has been and always will be sovereign. Alike in wise sayings, in witty quips, in works of description, and in the fiction of imagination, her literature is preeminent. A great majority of the proverbs in common use in all lands had their origin amongst the people of Don Quixote and Sancho Panza. The crystalized wisdom of the Spanish peasant finds quaint expression in metaphor of universal aptness. The drama has ever flourished and at times its growth has been exuberant as in the case of Lope de Vega who is said to have written more than two thousand plays. Poetry is a natural form of expression in that land; but it is in the romance and the novel that the preeminence of the Spaniard is conceded by everyone. No greater romance and none of more eternal freshness and interest was ever written than the "*Ingenioso Hidalgo, Don Quixote de La Mancha*." As all men in all ages acclaim Shakespeare as the greatest writer of plays, so all men of all nations give to Cervantes the primacy amongst novelists.



Desde sus días hasta los nuestros, España ha contado con numerosos escritores. Su firmamento literario se halla tan densamente poblado de estrellas como la vía láctea; en tanto que muchos nombres resplandecen con fulgor inextinguible cual grandes planetas o soles incendiados.

En vuestra persona, Señor, vemos esplender la gloria moderna de la literatura española. Habéis escrito mucho y vuestros lectores se cuentan por millones y viven en todas las tierras. Vuestros Cuatro Jinetes han galopado ya alrededor del globo y más de doscientas ediciones de esa novela han sido impresas. Vuestras obras ponen de manifiesto el más elevado genio literario. Poseéis no sólo la facultad de describir vívidamente las cosas sino la de interpretar su recóndito significado. Profundamente realista, hay en todo lo que habéis escrito una abundante corriente de sentimiento y emoción humanos. En los caracteres que habéis creado se advierten una fuerza y un vigor que hacen recordar las estatuas de Rodin. En las páginas del libro, vos, escritor español, habéis trazado cuadros que poseen toda la vital energía y todo el apasionado realismo que distinguen las telas de vuestros grandes compatriotas Sorolla y Zuloaga. Los críticos no han emitido vanos cumplidos al decir de vos que "Zola no fue más realista ni Víctor Hugo más brillante." Nosotros los norteamericanos no recusamos el dictamen formulado acerca de una de vuestras novelas por uno de nuestros más grandes novelistas, William Dean Howells, dictamen según el cual aquella "es una de las obras de ficción más robustas y ricas, digna de ser colocada al lado de las más excelsas producciones rusas y muy por encima de cuanto se ha escrito en inglés, siendo en su desenlace tan lógica y cruelmente trágica como todo lo que el espíritu español ha imaginado hasta ahora." Aceptamos el veredicto de cuantos os han consagrado como el primero de los novelistas vivos y declarado que vuestras obras ocupan un sitio permanente en la literatura universal.

En reconocimiento de vuestro talento y de vuestros servicios, de vuestras prendas y merecimientos y con vista del nombramiento efectuado por la Comisión de Grados Honorarios y de la recomendación emanada del Consejo del Rector, los administradores de la Universidad de

From his day to ours, Spain has had myriads of writer. Her literary firmament is as thickly spangled with stars as is the Milky Way, while many names shine out with steady, never-diminishing light like great planets or like blazing suns.

In your person, sir, we see the modern glory of Spanish literature effulgent. You have written much and your readers are numbered by millions and are found in all lands. Your *Four Horsemen* have already galloped around the globe. More than two hundred editions of that one novel have been printed. Your works show the highest literary genius. You have the power not only of vividly describing things but of interpreting their inner significance. Thoroughly realistic there is in all that you have written a full tide of human sentiment. There is a strength and a vigor in the characters that you have created that suggest the statues of Rodin. Upon the pages of the printed book you a Spanish writer, have drawn pictures that have all the vital energy and all the passionate realism that distinguish the paintings of your great compatriots, Sorolla and Zuloaga. Critics were not uttering empty compliments when they said of you: "Zola was not more realistic; Victor Hugo was not more brilliant." We North Americans do not challenge the statement of one of our own greatest novelist, William Dean Howells, who has said of one of your novels that it is "one of the fullest and richest in modern fiction, worthy to rank with the greatest Russian work and beyond anything yet done in English, and in its climax as logically and ruthlessly tragical as anything that the Spanish spirit has yet imagined." We accept the verdict of those who have pronounced you the foremost of living novelists and who have declared that your works have a permanent place in the world's literature.

In recognition of your talents and your services, your accomplishments and your achievements, the trustees of The George Washington University, upon the nomination of the Committee upon Honorary Degrees and the recommendation of the President's Council, have unan-



George Washington han resuelto por voto unánime conferir el grado de Doctor en Letras, *honoris causa*.

Por tanto, en virtud de las facultades que las leyes de los Estados Unidos le conceden a la Universidad de George Washington y que sus administradores me han delegado, vengo en conferir a vos, Don Vicente Blasco Ibáñez, el grado de Doctor en Letras. En prueba de lo cual os hago entrega de este diploma, ordenando que se os invista con la muceta académica, insignia del grado, muceta orlada de terciopelo blanco, color que en las universidades de los Estados Unidos sirve para designar a los que poseen grados en artes y letras y forrada en seda antecada y azul, colores distintivos de la Universidad de George Washington y que fueron adoptados en razón de haber sido los del uniforme llevado por George Washington cuando fue Comandante en Jefe de los ejércitos de los Estados Unidos en la guerra de Independencia.

(Después de haber sido investido el Sr. Blasco Ibáñez con la muceta, el Rector de la Universidad extendiendo la mano dijo:)

"Doctor Blasco Ibáñez, os recibo en el seno de los miembros de la Universidad de George Washington."

imously voted that the degree of doctor of letters, *honoris causa*, be conferred upon you.

Now, therefore, by virtue of the authority given by the laws of the United States to The George Washington University and by its trustees delegated to me, I confer upon you, Vicente Blasco Ibáñez, the degree of doctor of letters. As evidence thereof, I present you with this diploma; and I direct that you be vested with the academic hood, the insignia of the degree—the hood bordered with velvet of white, the color which in all North American universities is used to designate those holding degrees in arts and letters, and lined with silk of buff and blue, the distinctive colors of The George Washington University, adopted by it because they were the colors of the uniform of George Washington, when he was Commander-in-Chief of the American forces in their War for Independence.

(After the hood had been placed on Señor Blasco Ibáñez, the President of the University, extending his hand, said:)

"Doctor Blasco Ibáñez, I welcome you into the fellowship of the Alumni of The George Washington University."



UNIVERSIDAD DE GEORGE WASHINGTON  
DISCURSO PRONUNCIADO POR EL SR. DON  
VICENTE BLASCO IBÁÑEZ.

LA PRIMERA DE LAS NOVELAS.

Desde hace cuatro meses, o sea desde que pisé el suelo de los Estados Unidos, he sido objeto de grandes muestras de simpatía. He hablado en los más diversos locales y ante los públicos más distintos; en templos de diferentes confesiones religiosas; en grandes establecimientos de enseñanza; en colegios de señoritas ante una masa de más de mil alumnas; en la Escuela Militar de West Point ante futuros oficiales de vuestro ejército. He hablado también en los más diversos climas y latitudes de vuestra República que es grande como un mundo. Unas veces, por las ventanas del local donde daba mi conferencia, he visto inmensas montañas cubiertas de nieve, con bosques de negros abetos; otras veces, he visto el epitalámico naranjo, con sus frutos que parecen cápsulas de miel envueltos en esferas de oro, y sus flores, nieve perfumada, que son el símbolo de la virginidad y del amor.

Pero de todos los honores inmerecidos de que he sido objeto, de todas las muestras de simpatía, producto de la bondad con que el pueblo americano acoge al extranjero, ninguna más digna de agradecimiento que la que recibo en este instante, al serme conferido este grado de Doctor y por una universidad que lleva el nombre de George Washington, el héroe más admirado por mí, el personaje más sublime y más bueno entre todos los hombres que ciñeron espada.

Este honor que me concedéis yo lo agradeceré en la forma que puede agradecerlo un novelista. Yo escribiré varias novelas con el propósito de pintar la grandeza monstruosa de New York, la noble distinción de Washington, la actividad industrial de los Estados del Este y el Centro, la hermosura poética y romántica de los estados del Pacífico. Yo procuraré reproducir exactamente las grandezas de mi original, pero tengo la seguridad de no conseguirlo. ¡Juzgad cuán exajerada es mi ambición! Los Estados Unidos son hoy, después de haber salvado al mundo en la guerra reciente, el primer país de la tierra. Para que mis novelas resultasen dignas de la grandeza de este pueblo tendrían que ser las mejores novelas que se hubiesen escrito jamás, y esta empresa, desgraciadamente, está muy por encima de mis fuerzas.

SUMMARY IN ENGLISH OF THE SPEECH DELIVERED BY

## Señor Don Vicente Blasco Ibáñez

IN GEORGE WASHINGTON UNIVERSITY.

### "THE BEST NOVEL IN THE WORLD"

For the past three months, that is, since I first set foot on the soil of the United States, I have been the object of great demonstrations of sympathy and admiration. I have spoken in the most diverse places and before the most varied audiences; in temples of all sorts of religious beliefs, in great institutions of learning, in a college for young ladies where more than a thousand girls came to hear me, in the military school of West Point where I addressed the future officers of your army, and in countless other localities. I have lectured, also, in the most diverse climates and latitudes of your vast republic, which is as large as a world. At times, through the windows of the hall where I was speaking, I could catch a glimpse of immense, snowcapped mountains covered with pines and firs, and, again, I would see the ever-wonderful orange groves with their fruit, honey capsules inclosed in golden spheres, and their flowers of perfumed snow, the symbol of love and purity.

But of all the undeserved honors which have been bestowed upon me, of all the demonstrations of sympathy, which are the result of the kindness with which the American people receive their foreign guests, none is more worthy of my gratitude than the one received at this very moment when the degree of Doctor of Letters is conferred upon me by a university that bears the name of George Washington, the hero I most admire and the kindest and sublimest spirit that ever drew sword.

This honor which you have conferred upon me I shall repay in the manner that a novelist can best repay. I shall write several novels to describe the monstrous greatness of New York City, the noble distinction of Washington, the industrial activity of the Eastern and Central States, and the poetic and romantic beauty of those which border on the Pacific. I shall try to reproduce faithfully the greatness of my model but I feel sure that I will not succeed. Consider how ambitious is my plan! The United States is today, after having saved the world in the recent war, the first nation of the earth. To be worthy of the great-



Como debía escoger un tema literario para este breve discurso, he preferido hablaros de la novela y especialmente de la primera y más eterna de las novelas.

Hay cierta predisposición a considerar la novela como una lectura frívola, buena únicamente para jóvenes y para señoras faltas de un quehacer más serio.

Hablar de novela en una ceremonia universitaria parecerá tal vez a muchos, algo que supone ligereza de carácter y falta de estudio científico. Sin embargo esta idea es completamente errónea. La novela, como diré más adelante, es el más completo y definitivo de todos los géneros literarios.

La novela es tan respetable científicamente como la historia. La Historia es simplemente "una novela que fué" y la novela es simplemente "una historia que pudo ser." Digámoslo en otra forma "La Historia es la novela vivida de los pueblos" y la novela es "la Historia particular de un individuo o de una familia."

Los historiadores por graves y solemnes que parezcan no son más que novelistas que se han quedado a mitad del camino, evocadores del pasado que no saben inventar personajes nuevos y emplean los procedimientos de inducción y resurrección con personajes que existieron. Los historiadores más célebres y populares fueron aquellos que tuvieron mejores condiciones de novelista. Michelet será inmortal; el pintoresco y artista Michelet que definió de este modo su ciencia: "La Historia es una resurrección."

La novela representa para todos los humanos una necesidad intelectual, tan inevitable e imperiosa como las más vulgares necesidades materiales.

Recordad todos vuestro pasado; remontáos a través de los años hasta llegar a los primeros de vuestra infancia. Cuando érais niños y sintiendo satisfechas vuestras necesidades materiales sentíais el deseo de un deleite intelectual ¿qué es lo que pedíais a vuestra madre o a la vieja criada encargada de vuestro cuidado? "Cuéntame un cuento—decíais—un cuento que sea muy largo, que dure toda la noche."

Y luego, al ser mayores, todos sentimos la misma necesidad de que nos cuenten cuentos para hermohear nuestra vida y ahuyentar el tedio que acompaña las más de las horas. Pero nuestra madre ha muerto ya o aunque viviera, somos tan maliciosos, que su pobre cuento nos parecería aburrido e inocente. Y por esto nos dirigimos a

ness of this nation, my novels would have to be the greatest ever written, and this task unfortunately, is far above my literary ability.

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Since I had to select a literary subject for this brief address, I preferred to speak to you about the novel, and more particularly about the first and most enduring of all the novels.

There is a certain tendency to consider the novel as frivolous reading, food suitable only for the youth and for the women who do not have anything serious to do.

To speak about the novel at a university function may seem to many, perhaps, an act which shows in the speaker a lack of seriousness and scientific culture. Nevertheless, this idea is absolutely erroneous. As I shall show later on, the novel is the most complete and mature of all the literary genres. The novel is just as respectable, scientifically considered, as History. History is simply "a novel that actually happened;" and a novel is nothing more or less than "History that might have been." Putting it in other words: "History is a novel which the peoples have actually lived," and a novel is the "private history of an individual or a family." The historians, however grave and solemn they may seem, are only novelists who have dropped behind and are straggling, conjurers of the past who cannot create new characters and are forced to use the processes of induction and evocation with personages who existed in historical reality. The most famous and universally popular historians were always those who had the qualities which go to make a novelist. Michelet will be immortal—the picturesque and artistic Michelet who defined his science in these words: "History is a resurrection."

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The novel is for all human beings an intellectual need as inevitable and imperious as the commonest material needs.

Remember your past; go back across the years to the earliest days of your childhood. When you were children and had satisfied every material appetite and felt a longing for an intellectual delight, what did you ask your mother or the old servant who took care of you?

"Tell me a story," you said, "a long, long story, as long as the night."



nuestra biblioteca y sacando un libro, le decimos al novelista: "Cuéntame un cuento que me haga olvidar la realidad; un cuento que me permita vivir por unas horas en un mundo extraordinario o que embellezca el mundo presente."

Nadie escapa al poder mágico de la novela. Los personajes más graves que parecen despreciarla son los que más intensamente sufren la esclavitud de la literatura novelesca, cuando se ponen en contacto con ella.

Bien conocida es la anécdota de Gladstone que pocas horas antes de ir al Parlamento donde había de pronunciar un gran discurso como jefe del gobierno, se entretuvo en hojear una novela de Stevenson que alguien de su familia había dejado sobre una mesa, y cautivado por el relato se olvidó de asistir a la sesión hasta que sus amigos vinieron en su busca.

Es más, la novela se venga de los personajes graves, haciéndoles admirar las peores y más grotescas de sus invenciones. El férreo Bismarck hizo la guerra de 1870 llevando en las pistoleras de su silla de montar las interminables novelas folletinescas de Ponson du Terrail. Uno de los mayores disgustos de su vida fué cuando terminó el último volumen de las aventuras de Rocambole. El Canciller de Hierro deseaba nuevos volúmenes como cualquiera portera de París.

La novela es el género literario más importante de nuestra época. La música y la novela son los dos grandes descubrimientos intelectuales de los tiempos modernos. Anatole France llama a la novela "el opio de los occidentales." De sus páginas se escapa el humo embriagador de la ilusión que nos eleva a otros mundos mejores o nos inspira el deseo de ser más generosos y más buenos en el mundo presente.

En la historia de todas las literaturas el último género que aparece, como un producto superior y completo, es la novela. Todos vosotros conocéis como evoluciona la literatura en la vida de los pueblos.

Primeramente surge la poesía lírica. El hombre solitario siente la necesidad de cantar los espectáculos sublimes de la Naturaleza, la emoción religiosa ante las fuerzas desconocidas. Las guerras entre las tribus y las audaces navegaciones sirven de inspiración a la poesía épica. Las aglomeraciones populares en el momento de las siegas y las vendimias crean lentamente el teatro; luego a la

And later, when we grow old, all of us feel the same need of story-telling to make life more beautiful and to while away the monotony of its dull hours. But, alas, our mother is no longer with us, and if she were alive, perhaps her story would seem too simple or tiresome for our sophisticated minds. This is the reason why we go to our library, draw out a book and say to the novelist:

"Tell me a wonderful story; I want to forget reality. I want to live for a few hours in an unreal world; tell me a story that will idealize this tough old world."

No one is proof against the magic power of the novel. Those grave and solemn gentlemen who affect contempt for it are the very persons who fall most completely under the bondage of fiction when they once come in contact with its spell. The Gladstone anecdote must be familiar to you. A few hours before going to Parliament to deliver a very important speech as head of the government picked up and began to read a novel by Stevenson which one of his relatives had left in his room. Captivated by the story, he forgot all about the session and the important speech until his friends had to come to get him.

Moreover, the novel wreaks vengeance upon the solemn personages who would despise it, making them admire, sometimes, the worst and most grotesque types of fiction. "Blood-and-Iron" Bismarck went through the campaigns of the War of 1870 carrying in the pistol bags of his saddle the interminable serial novels of Ponson du Terrail. One of the keenest disappointments of his life was the publication of the last volume of "The Adventures of Rocambole." The Iron Chancellor wanted new volumes of that series and was as keenly disappointed when he could not get them as the most modest concierge in Paris.

The novel is the most important literary genre of our times. Music and the novel are the two greatest intellectual inventions of the modern age. Anatole France has defined the novel as "the opium of the western races." Its pages give out the intoxicating smoke of illusion which carries us to better worlds or inspires us to be better and more generous in the world of reality.

In the history of all literatures the last type to appear as a superior and complete product is the novel. You are familiar with the literary evolution of every nation. First there comes lyric poetry. Man in his solitude feels the urge to sing of the sublime spectacle of nature, and he sings touched with emotion in the presence of vast, unknown



comedia satírica sucede la tragedia. Y únicamente cuando ya han llegado a su mayor desarrollo la poesía lírica, la poesía épica y el teatro, como suprema y última floración, conjunto y compendio de todos los anteriores géneros, surge la novela que lo es todo al mismo tiempo, pues es drama, tragedia, comedia, epopeya y canto lírico.

El único país de la tierra donde la novela no esperó para surgir a que se hubiesen consolidado los demás géneros literarios, fué España. En España surgió por primera vez la novela, tal como hoy la aceptamos y la admiramos.

Los pueblos de la antigüedad tuvieron grandes literaturas pero no conocieron la novela. Grecia y Roma, maestras en tantas cosas, apenas si figuran en la historia de la novela. Sólo produjeron unos cuantos relatos licenciosos, que sirven cuando más para conocer las malas costumbres de la época.

En el mundo antiguo era imposible la literatura novelesca. La novela es la epopeya del hogar, y en las sociedades antiguas la vida pública lo absorbía todo, sin dejar espacio al relato de las existencias privadas. Además, la novela es imposible sin la mujer, y la mujer desempeñaba un papel muy secundario en el mundo antiguo. Fueron precisos el cristianismo y la vida particularista y fragmentaria de la Edad Media, para que el hogar y la mujer adquiriesen la importancia que hace de ellos los principales elementos de la novela moderna.

Repito que esta novela surgió por primera vez en España dos siglos antes que en el resto de la tierra, como una de esas floraciones primaverales que un capricho de la Naturaleza hace surgir en pleno invierno.

En realidad, la novela no podía surgir en otro lugar de Europa. España por su situación geográfica ha sido en la Historia a modo de un camino por el que han pasado todas las emigraciones y todas las invasiones; un campo de combate en el que han venido a chocar todas las razas.

El sentimiento caballeresco de la Edad Media produjo dos literaturas paralelas, igualmente abundantes en prodigios, heroísmos y hazañas inauditos. El cristianismo septentrional produjo los romances heroicos, las leyendas bretonas de los héroes de la Tabla Redonda y otros paladines. El Mahometismo de los guerreros semitas, poetas y combatientes a un tiempo, produjo los inimitables relatos que conocemos con el título de "Las Mil Noches y Una Noche."

forces, and moved by the gentle promptings of love. Later on, wars between tribes and audacious explorations in the sea, inspire epic poetry. The drama is born when the people gather to harvest the grain and the grape; tragedy evolves from satiric comedy. And when lyric poetry, the epic and the drama have attained their full maturity, then, and only then, appears the novel as the final bloom and fruit, the synthesis and perfect product of all these genres, for the novel is at the same time comedy, drama, tragedy, epic and lyric.

The only country where the novel appeared before all the other literary genres had reached maturity was Spain. In Spain the novel came to life for the first time as we know it and admire it today. The peoples of antiquity had great literatures but they did not know the novel. Greece and Rome, our teachers in so many things, scarcely figure in the history of fiction. They only produced a few licentious tales whose chief value lies in the picture they give us of the corrupt manners and customs of their times. The world of antiquity did not offer a suitable field for fiction. The novel is the epic of the home and in the ancient world public life absorbed every interest and left little opportunity for the description of private life. Moreover, the novel is impossible without woman, and woman filled a very secondary role in ancient times. Humanity had to evolve through Christianity and the individual and fragmentary life of the Middle Ages before the home and woman could acquire the importance which has made them the principal elements of the modern novel.

I repeat, the novel appeared in Spain for the first time two centuries before it appeared anywhere else. Its birth was like one of those preseasonal bloomings which the caprice of Nature will occasionally put forth in the very midst of winter.

As a matter of fact, the novel could not be produced anywhere else in Europe. Spain, due to her geographical position, has been in history a sort of highway over which have passed all the emigrations and all the invasions; a battlefield where all the races have met and fought.

The chivalrous spirit of the Middle Ages produced two parallel literatures equally rich in prodigious adventures, heroic deeds and unheard-of feats of arms. Northern Christianity produced heroic romances, and legends, the heroes of the Round Table and other celebrated characters. The followers of Mahomet, Semitic warriors, who were at



Fué en España, lugar de combate de cristianos y moros, abierto durante siete siglos, donde vinieron a encontrarse y a chocar estas dos corrientes literarias, y como producto de tal choque surgió la novela de caballería, el "Amadís de Gaula" y todas sus innumerables imitaciones, libros del esfuerzo heroico y de la ilusión quimérica que más adelante pasaron a ser la Biblia de todos los conquistadores y navegantes que en menos de un siglo descubrieron y colonizaron casi todo el continente de las dos Américas.

El abuso de esta literatura sobrehumana, llegando a las mayores extravagancias imaginativas, hizo necesaria una reacción. Y esta reacción produjo la primera, la más grande y la más inmortal de las novelas modernas: DON QUIJOTE.

Se abusa mucho, señores, en literatura de la palabra inmortal. Existen muchas obras respetadas por todos, admiradas por todos, pero que muy pocos se atreven a leer. La mayor parte de las obras clásicas reputadas como inmortales, son realmente inmortales porque nadie pone en peligro la dormida tranquilidad de sus páginas, abriéndolas para leerlas. Solamente los filólogos o los profesores de crítica, registran estas obras, universalmente admiradas e ignoradas, como se puede examinar los organismos petrificados procedentes de las épocas prehistóricas.

Esta aversión del público a sumirse en la pesadez de tales obras que ostentan títulos famosos, está completamente justificada. Obras que fueron y que ya no son, carecen de vida y no pueden interesar a las gentes de nuestra época. Son momias gloriosas noblemente empaquetadas y su perfume es de ungüentos sepulcrales.

DON QUIJOTE forma aparte: DON QUIJOTE vive y vivirá eternamente mientras haya lectores en el mundo; DON QUIJOTE no necesita la recomendación de los siglos para ser gustado y admirado. Dádsele a un ignorante, sin decirle quién fué el autor, sin relatarle la historia del libro, y reirá o se emocionará desde sus primeros capítulos. DON QUIJOTE es hasta ahora la primera de las novelas y puede afirmarse que trascurrirán siglos y siglos, sin que pase a ser la segunda. Todas las literaturas del mundo están impregnadas de él. Todos los personajes novelescos más famosos, aunque nacidos en diversos países, son hijos, nietos o, cuando menos, sobrinos del esforzado hidalgo que imaginó Cervantes. El Pickwick de Dickens, el Tartarín de Daudet, y tantos otros personajes inmor-

the same time soldiers and poets, created the inimitable stories which we know today under the title of "The Arabian Nights."

It was in Spain, battleground of Christians and Moors for seven centuries, where these two great literary currents met and mingled, and the result of this mingling was the romance of chivalry—the *Amadis de Gaula* and all its innumerable imitations, books, these, which idealized the heroic efforts and the fantastic illusions of the fighters and became the Bible, as it were, of the conquerors and navigators who in the short span of a century discovered and colonized practically the entire domain of the two continents of America.

The abuse of this supernatural literature was the cause of the most extravagant and wild inventions and, consequently, a reaction set in. This reaction produced the first and greatest of modern novels, the immortal *Don Quixote*.

The word immortal, ladies and gentlemen, is used excessively in literature. There are many books respected and admired by everybody which very few people have the courage to read. The greater part of the classic books reputed as immortal are really immortal because no one endangers their tranquil sleep opening their pages to read them. The philologists and professors of literary criticism are the only ones who examine closely these works universally admired and *ignored*, and they examine them with the same unemotional detachment with which you and I would look upon a fossil of the prehistoric ages.

The reluctance of the public to dip into the tiresome pages of these books which bear famous titles is absolutely justified. Works that had their day and over which the sun has set lack life and cannot arouse genuine interest in our throbbing times. They are glorious mummies nobly wrapped but their perfume has the odor of the grave.

*Don Quixote* is in a class by itself. *Don Quixote* lives and will continue to live throughout the ages as long as the world has readers. *Don Quixote* does not need the approval and recommendation of the centuries to be liked and admired. Give it to an unlettered reader without telling him the name of the author or the history of the book and he will laugh and be touched to the quick from the very first chapters. *Don Quixote* has been until now the first among the novels, and centuries will roll by before it will drop to second place. All the literatures of the world are shot through with its spirit. All the most famous char-



tales, no existirían si Cervantes hubiera dejado de crear hace tres siglos su caballero manchego.

Se comprende tanta grandeza. DON QUIJOTE no es un libro: es algo más que un libro célebre, está más allá de lo que llamamos literatura. Es la vida, simplemente, eternizada en palabras; de la misma manera que el cuadro de "Las Meninas" de Velázquez no es pintura, es algo más que pintura, es la vida hecha color y línea: del mismo modo también que la Novena Sinfonía de Beethoven no es música, es la más suprema concepción de humanidad encerrada en sonidos y armonías.

El gran secreto del genio estriba en la condensación, en producir una obra que sea el símbolo de una fase de la vida o de la vida entera: En esto Cervantes descuella por encima de todos los genios literarios. Su libro es simplemente la síntesis de la vida completa. Ha creado a Don Quijote, ha creado a Sancho Panza, y después de esto puede decir: "Ya no hay más."

Seamos como seamos, no encontraremos lugar más allá de estas dos clasificaciones. O somos Don Quijote o somos Sancho; y si no somos absolutamente ni el uno ni el otro, es porque seremos los dos a la vez, procediendo en nuestra vida, siempre irregular e ilógica, unas veces con desinterés e idealismo, otras con egoísmo y miras vulgares.

Además, yo no conozco libro que simbolice mejor que éste, la superioridad del idealista y del soñador, sobre el vulgo burlón y positivo, y esto a pesar de que Cervantes parece reírse algunas veces de las desdichas y desilusiones de su personaje.

Sancho, que es el espíritu práctico, la representación de la inmensa mayoría de la humanidad, figura como criado y servidor del loco, del idealista que es el que marcha siempre delante y señala el camino. Sancho, representante de la humanidad cuerda y enemiga de fantasías, cabalga cómodamente sobre mullidas mantas y con alforjas bien llenas de provisiones, pero su cabalgadura es un burro.

Don Quijote va a caballo. Este caballo no es gran cosa. La escasez del pienso hace que el esqueleto marque bajo la piel sus agudas aristas; pero al destacarse sobre el cielo, en la hora de la puesta del sol, tiene la noble silueta de un Pegaso hambriento, y a pesar de su anemia, encuentra fuerzas para trotar contra los maléficos encantadores que se convierten en molinos de viento.

acters of fiction, no matter where they may have been born, are the sons, grandchildren, or, at least, the nephews of the heroic *hidalgo* created by Cervantes, Dickens' Pickwick, Daudet's Tartarin and many other immortal characters would not exist today if Cervantes had failed to create three centuries ago his Manchegan Knight.

Such greatness is easily accounted for. *Don Quixote* is not a book; it is something more than a famous book; it lies beyond what we commonly call literature; it is simply life made eternal in printed words, in the same manner that *Las Meninas* of Velázquez is not merely a painting but more than that, life in color and lines, and in the same way that the Ninth Symphony of Beethoven is not music but the supreme conception of humanity expressed in sounds and harmony.

The great secret of genius is the power of synthesis and condensation, the faculty of producing a work which may be the perfect symbol and expression of a phase of life or of the whole of life. In this respect Cervantes stands above all other literary geniuses. His book is simply the synthesis of the whole of life. He created Don Quixote, he created Sancho Panza; after this we may say: "There is nothing left to be done."

Whoever we may be, we shall find no room outside of these two classifications; either we are Don Quixote or we are Sancho, and if we are not strictly one or the other it is because we are both of them at the same time, acting in our eternally irregular and illogical life, now with altruism and idealism, now with selfishness and vulgar aims.

Moreover, I do not know any other book which better symbolizes the superiority of the idealist and the dreamer over the jeering and materialistic common herd, despite the fact that Cervantes seems at times to laugh at the misfortunes and disappointments of his hero.

Sancho, practical and materialistic, who, as such, represents the immense majority of humanity, appears nevertheless as the servant and squire of the madman, of the dreamer who goes ahead and shows the way. Sancho, the representative of hard-headed humanity, the enemy of fancy and its creations, rides comfortably upon soft blankets, his saddle-bags full of provisions. But, look you, he rides upon a donkey.

Don Quixote's horse is not a thing of beauty. The scarcity of fodder has brought out in sharp relief every bone under his skin, but when he stands at dusk against the setting sun his noble sparseness gives him the appear-



Yo no conozco en ninguna de las grandes obras literarias nada tan profundamente humano como el final de este libro.

Don Quijote está enfermo; Don Quijote está en la cama; Don Quijote va a morir. Y en este momento supremo, le ocurre lo que a todos los soñadores, a todos los poetas de la acción, que antes de morir ven derrumbarse las ilusiones que guiaron su existencia, sufren el tormento de la vulgar realidad que estrangula el mundo imaginario en que han vivido hasta entonces.

Don Quijote, antes de morir, sabe que no es Don Quijote sino el hidalgo Alonso Quijano, apodado "el Bueno." Y precisamente en el momento que él se vuelve tristemente cuerdo, es cuando empiezan a volverse locos todos los seres razonables y vulgarísimos que se reían antes de él. Sancho, que tantas veces le ha hecho objeto de sus burlas disimuladas y sus malicias, llega ahora y le dice con convicción:

"No se muera, señor, y salgamos otra vez en busca de aventuras."

Cuando el amo empieza a sentirse cuerdo para morir, el criado antes burlón hereda su locura.

Así ocurre en la vida. El vulgo, la inmensa muchedumbre positiva, práctica, sirve de criado sin saberlo a la minoría de los soñadores y los locos que caminan por los espacios ideales en busca de nuevos inventos, de nuevas concepciones que hagan nuestro mundo mejor de lo que es. La inmensa masa de Sanchos se ríe de su señor, encontrando graciosamente disparatadas sus aventuras, y cuando el soñador duda en el momento de la muerte de toda su vida de ilusiones, es la humanidad burlona la que hereda estas ilusiones, la que las toma como si fuesen suyas, y no cesa hasta conseguir su completa realización.

Don Quijote está en todas partes. Representa las mayores virtudes humanas, el desinterés, la defensa del débil, la supresión de los sentimientos egoístas, la abnegación por los semejantes.

Si la humanidad no hubiese producido el tipo de Don Quijote, no valdría la pena que existiese, ni merecería continuar su vida sobre el planeta.

El espíritu de Don Quijote surge donde menos se le espera. No es patrimonio especial de ningún pueblo: lo creó España pero es ya del mundo entero. Allí donde

ance of a famished Pegasus; despite his anemia, he finds sufficient strength to gallop against the evil magicians who turn into windmills.

I have not found in any of the great literary masterpieces anything so profoundly human as the ending of this book.

Don Quixote is ill. Don Quixote is in bed. Don Quixote is about to die. And in this supreme moment he has the same experience of all the dreamers and all the militant poets who just before their death see the edifice of the dreams which had guided their existence topple down, and who suffer the torment of watching how vulgar reality strangles the imaginary world in which they have lived until then.

Don Quixote realizes before his death that he is not Don Quixote but the humble *hidalgo* Alonso Quijano, nicknamed "the good." And at the precise moment when he becomes sadly sane, all the reasonable and vulgar people who had laughed at him lose their head. Sancho who had so frequently made him the target of his veiled mockery and jeers, now comes and exclaims with conviction:

"Don't leave us, Don Quixote. Let us go out again in search of adventure."

When the master begins to feel sane just before his death, his squire, formerly so skeptical, inherits his madness.

Such is life. The vulgar, the overwhelming majority of the safe and sane, are unwittingly the servants of the minority of dreamers and madmen who walk over the ideal spaces in search of new inventions and new conceptions to make our world better. The immense mass of Sanchos laughs at its masters, considering their adventures and dreams highly amusing, but when the dreamer is assailed on his death-bed by doubts and wonders whether, after all, his life's illusions were not futile, then skeptical humanity appropriates these illusions, takes possession of them as its very own and never budes an inch until it has brought about their realization.

Don Quixote is everywhere. He represents the greatest human virtues: disinterestedness, the protection of the weak, the suppression of selfishness, and self-sacrifice. If humanity had not produced the type of Don Quixote it would not deserve to exist and its continued life upon the planet would not be justified.

The spirit of Don Quixote appears where we least expect it. It is not the special patrimony of any nation; Spain



exista una noción exacta de la justicia y del derecho, allí donde se odie la opresión y la violencia, allí está su patria.

Vosotros, hasta hace poco tiempo, érais para el resto del mundo el país del materialismo, el país del dólar. Esta idea falsa nada tiene de extraordinaria. Todos los pueblos de la tierra parecen tener la obligación de desconocerse y calumniarse mutuamente.

Este país materialista y sin otra ilusión que la del dólar es sin embargo en su historia el más romántico e idealista de todos los países.

Dos guerras tenéis en vuestra historia: la una, guerra civil del norte contra el sur que puso en peligro vuestra existencia, fué por una simple cuestión de derecho, por suprimir la esclavitud y declarar la igualdad de todos los hombres, sin distinción de razas ni colores. La otra, guerra reciente, ha sido también por puros ideales. Los aliados de Europa, por una herencia histórica, al mismo tiempo que defendían la libertad y el derecho, defendían también ciertos intereses materiales. Francia pedía con razón Alsacia y Lorena; Italia los territorios italianos dominados por los austriacos; Inglaterra el imperio de los mares. La República de los Estados Unidos es el único país que ha hecho la guerra gratuita y desinteresadamente, sin pedir indemnizaciones ni pedazos de territorio.

¡Cuán mal la conocía el mundo! . . .

"Materialista y amigo del dólar," el error universal se imaginaba a vuestro país como un Sancho Panza incapaz de moverse sin preguntar antes "Cuánto voy ganando?"

Y sin embargo bastó que atravesase el Océano el lamento de las pequeñas naciones oprimidas, bastó la simple convicción de que la libertad y el progreso moral del mundo estaban en peligro por la resurrección de un imperialismo incompatible con el espíritu moderno para que os lanzáseis generosamente en socorro de Europa, improvisando ejércitos con una rapidez que nadie podía imaginarse, realizando esfuerzos nunca vistos en la historia.

Fuisteis el refuerzo decisivo que llega a su hora, el peso que inclina la balanza, y el mundo os debe su salvación.

Todo esto lo habéis realizado generosamente y gratuitamente. No hubiese hecho más el noble héroe imaginado por Cervantes.

Don Quijote se cansó de vivir en Europa y está ahora en América.

Pero lo que nadie sabe es cuánto tiempo se quedará aquí.

brought it into being, but it belongs to the world. Wherever there is an exact conception of justice and right, wherever oppression and violence are hateful, there the spirit of Don Quixote is at home.

Until a short while ago, you were the land of materialism, "the land of the dollar." This falsehood is not at all surprising. All the nations of the earth seem to have the duty of ignoring and slandering the rest.

This materialistic country that had no other illusion than the dollar is, nevertheless, by its history the most quixotic and idealistic of all the nations.

Two great wars are recorded in your annals: one, a civil war between the North and the South which endangered your national existence, was caused by a plain question of right—the abolition of slavery and the defense of the principle of equality among all men without regard to race or color. Another, the recent war, was fought also for an ideal. Your European Allies, due to the exigencies of history, not only battled for the defense of liberty but they demanded at the same time certain material compensations. France demanded, and rightfully so, Alsace-Lorraine; Italy wanted to recover the Italian territories held by Austria; England hoped to retain her sea supremacy. The republic of the United States was the only nation which went to war voluntarily and disinterestedly, without asking for indemnities or territories.

How poorly the world knew you!

Materialistic and fond of the dollar, universal ignorance imagined your country as a sort of Sancho Panza, incapable of moving without first asking:

"How much am I getting out of this?"

And yet, as soon as the cry of the oppressed weak peoples crossed the ocean, as soon as you became convinced that the liberty and progress of the world were jeopardized by the resurrection of a mediaeval imperialism, you threw your weight generously into the defense of Europe, created armies with a rapidity which no one had ever imagined and put forth efforts never equalled in history. Yours was the decisive reinforcement which comes at the crucial moment, the weight that turns the scales, and the world owes you its salvation.

You did all this generously and freely. The noble hero imagined by Cervantes could have done no more.

Don Quixote got tired of living in Europe and has moved to the United States.

But what the world does not know is how long he is going to stay here.



## THE ANNUAL ALUMNI DINNER

The annual alumni dinner was held on February twenty-third, 1920, at Rauscher's, covers being laid for over two hundred guests. A brief reception preceded the dinner. The President of the Alumni, Dean Howard Lincoln Hodgkins of the class of '83 presided. The first speaker of the evening was President William Miller Collier, who, at the conclusion of his address, presented Señor Don Vicente Blasco Ibáñez, who spoke in Spanish, a summary of his address being given later in English by his companion, Señor José Padin. Señor Blasco Ibáñez spoke in an appreciative way of the degree conferred upon him by the University, saying that he had never received honors from the hands of monarchs, but that he did especially cherish two honors received in republics, the Decoration of the Legion of Honor and his honorary degree of Doctor of Letters conferred upon him earlier in the day by the University bearing the name of George Washington. Other speakers were Mr. Arthur Powell Davis of the class of '88, Chief of the Reclamation Service and President of the American Society of Civil Engineers, and Major General Charles D. Rhodes of the class of '85, a member of the Military Commission which arranged the Armistice. Between the addresses musical numbers were given by Miss Ruth Leah Ayler of the class of 1915, Mr. Arthur H. Diebert of the class of 1913 and Mr. Harold F. Enlows of the class of 1915. There were present as special guests of the Alumni: The Uruguayan Minister and Mme. Varela; Señor Don Francisco J. Yánes, Assistant Director of the Pan-American Union, and Mme. Yánes; Dr. Carlos Gibson, Counsellor Peruvian Embassy, and Dr. A. C. Rivas, former Professor of International Law and Political Science, University of Caracas. Among the out-of-town alumni present was Hon. John D. Teller, LL.D., of Auburn, N. Y.



His Excellency Señor Don Juan Riaño y Gayangos  
Spanish Ambassador at Washington.

ADDRESS OF  
HIS EXCELLENCY  
SEÑOR DON JUAN RIAÑO Y GAYANGOS  
SPANISH AMBASSADOR AT WASHINGTON

(Delivered in Spanish at the Third Annual Meeting of The American Association of Teachers of Spanish, held under the auspices of The George Washington University, Washington, D. C., December 27, 1919; translated into English by Henry G. Doyle, A. M., Assistant Professor of Romance Languages in that University.)

LADIES AND GENTLEMEN:

Dean Hodgkins, representing my distinguished friend, Dr. William Miller Collier, President of The George Washington University, who is unavoidably absent today, has extended to you an eloquent greeting. I cordially join him, assuring you that I experience a deep satisfaction in being with you and in showing by my presence the sympathy and admiration with which Spain follows the progress of the work that you are doing.



eminent theologians like Melchior Cano, Fray Luis de León, Fray Luis de Granada, and the famous Jesuit, Maldonado, who astonished the University of Paris; there were eminent mystics such as Blessed Juan de Avila and Santa Teresa de Jesús; there were eminent novelists. When the books of chivalry fell into disuse at the end of the XVIth Century, they were replaced by the pastoral novels which shortly afterwards gave way to the comic, or picaresque, novel—a type of literature made famous by Diego Hurtado de Mendoza, the author of the admirable "Lazarillo de Tormes," and his imitators, Mateo Alemán, Jerónimo de Salas Barbadillo, Luis Vélez de Guevara, and Quevedo. But the creation of the definite form of the novel was reserved for a genius whose name it is impossible to pronounce without feeling the greatest emotion—the hero who lost his left arm fighting for the faith at Lepanto and afterwards wrote, with his right, the greatest work of Spanish literature, immortalizing his own name and the Spanish tongue.

Hail to Miguel de Cervantes Saavedra! Hail to the prince of Spanish geniuses! Hail to "Don Quijote de la Mancha," which is not only a book of Spain but a work of all humanity!

There were eminent philosophers; there were eminent painters, scholars, economists, physicians, mathematicians, historians, poets, humanists, and lastly an unrivalled pleiad, admired and venerated today by all the Spanish-speaking peoples, from whom emanated the light of genius—the classic writers of the Spanish drama.

Permit me, ladies and gentlemen, to recall to your memories such famous names as the following: the Sevillian, Lope Rueda, founder of the Spanish drama; Juan de la Cueva, author of comedies on historical subjects, who distinguished himself by his zeal in harmonizing the rules of classic art with the usages of his own epoch, but whose efforts, in spite of the support of the immortal Cervantes, did not reach the desired ideal; Lope de Vega, a marvel of talent, who epitomized in his dramas all the learning of his period, a miracle of productiveness who wrote 1,800 comedies and 400 "autos sacramentales," and to whom was given the incomparable glory of bringing the Spanish drama to the apex of its

greatness. Lope had many imitators, among whom may be mentioned Zárraga, Juan Pérez de Montalván, Guillén de Castro, author of "Las Mocedades del Cid," and Luis Vélez de Guevara; Tirso de Molina, another glory of the Spanish drama, superior to Lope de Vega in comic power, who with Agustín Moreto, author of the richest works of our theatre, and the moralizing and never properly esteemed Juan Ruiz de Alarcón, formed and amiable triumvirate of the reign of Philip IV. And I conclude with the name of the prince of our dramatists, Don Pedro Calderón de la Barca, who summed up all the characteristics of his time. His heroes are conspicuous for love, honor and devotion, while faith and tender and knightly sentiments are resplendent in his works.

But enough of memories of past glories. Let us bow in profound reverence before those who made the name of Spain great; but let us also salute the present generation and the future generations, which, educated by the teachings of these masters, are preparing for the second Golden Age, in which the Spain of the XVIth Century, purified by the sanctifying stream of time and by the lessons of history, will acquire the place that is her right because of her traditions and her development in all human activities.

Having set forth in some slight degree how much Spain offers you, I now pass to outline briefly the means at your disposal for a study of the past.

The intellectual "*rapprochement*" of peoples is the surest path for the conquest of modern ideals; and zealous for this result, Spain and her government have made efforts to encourage and develop a "*rapprochement*" with this great country, a rich field in all that means the progress and benefit of humanity.

In its desire to foster intellectual relations between our two countries, the "*Junta para Ampliación de Estudios*" of Madrid arranged to have its secretary, Sr. Don José Castillejo, come to the United States in order to study on the ground the measures conducive to the realization of this aim. Señor Castillejo passed most of last summer in this country. He took advantage of the time at his disposal to visit the principal universities of the East and



Middle West, not being able, unfortunately, to extend his journey to the Far West and South because of lack of time.

During his stay in this country, he brought actively to the fore the ideals of the "*Junta para Ampliación de Estudios*," setting forth the facilities which this organization is ready to grant to any American citizen who wishes to go to Spain to carry on scientific investigations or literary studies, putting at his disposal her institutions of learning and her most noted professors.

Among these, the section of Philology and Literature of the Center for Historical Studies, under the direction of Professor Don Ramón Menéndez Pidal, whose authority and competence in this department of knowledge are universally recognized, is worthy of mention. This section organizes during the summer, the winter, and the spring, three months' courses in Spanish grammar, phonetics and literature, all of them especially intended for foreigners.

It also maintains special courses for the preparation of Spanish teachers and university graduates who wish to teach the Spanish language and literature in foreign schools or universities, and the most distinguished students in these courses are afterwards sent to other countries when requests are received for teachers or lecturers in Spanish. Several young men prepared by this instruction are already filling posts in some American universities and colleges.

The "*Junta para Ampliación de Estudios*" desires, if the American authorities consider it proper, to organize permanently in New York and later to extend to other cities, courses in the Spanish language, history, literature and life, especially intended for the American professorate engaged in the teaching of Spanish or for the graduates of American universities who desire to broaden their studies. These courses, given by a periodically changing personnel, will present the most varied points of view of Spanish culture.

The sections on the history of Spanish art, which carry on studies and publish works of investigation dealing with little known artistic treasures and almost unexplored

styles, have a special interest for foreigners desirous of studying these matters.

A Commission for Paleontological and Prehistoric Investigations is exploring the numerous treasures of Spain. The discovery of new prehistoric paintings in caverns and in the open air, examples of the oldest artistic creations of humanity, will attract the attention of foreign specialists, who will be permitted to collaborate in the labors carried on in this field.

To solve the material problems of daily life, the "*Junta para Ampliación de Estudios*" maintains in Madrid residences for students of each sex, which will gladly receive young Americans who wish to familiarize themselves with the Spanish language and seek an opportunity for social intercourse.

It is part of the program of the Junta to invite some American professors and scientists to direct in Madrid courses of investigation in laboratories, in order to teach modern methods to small groups of Spanish graduates. The success of these courses might lead to the consideration of a permanent form of collaboration and exchange for the cultivation of sciences, whose influence will go beyond the theoretical sphere by fostering a close relation between American and Spanish industry, which could not fail to redound to the material benefit of both countries:

You see then that the government which I have the honor to represent is devoting earnest attention to the study of the most appropriate means for bringing about the establishment of intellectual cooperation and interchange with the United States upon solid and lasting foundations. And the fact that the "*Junta para Ampliación de Estudios*" is presided over by Dr. Ramon y Cajal, one of the most important scientists of the era in which we live, and composed of individuals who in politics serve under the most contrasting banners, and who are chosen from the intellectual element of Spain, reveals the importance attributed to this work and the fact that a supreme effort is being made to attain the ideals pursued.

The figure of the troubadour, who, in singing his lays, created new words for the language and new forms for poetry, disappeared with feudalism just as later those



literary contests held in the shade of the laurel of Apollo fell into disuse; but the motto under whose protection poetry became great and speech resplendent in these contests, must never die. Write it in your hearts, that it may be the beacon that guides you in your course.

Labor for your native land; and join to its name that of my country, since you must not forget that Spain is the mother of America. Labor with *faith*, for without faith there is no glory; labor with *love*, for he who loves, conquers. And you will conquer, since they cannot be conquered who carry in their hearts the words "Patria, Fe, Amor."



His Excellency, Señor Don Jacobo Varela  
Uruguayan Minister at Washington.

## SPANISH A LITERARY AS WELL AS A COMMERCIAL LANGUAGE.

Address delivered by His Excellency, Señor Don Jacobo Varela, Uruguayan Minister at Washington, before the Third Annual Meeting of the American Association of Teachers of Spanish, held at The George Washington University, December 27, 1920.

Translated by Henry Grattan Doyle, A. M., Assistant Professor of Spanish,  
The George Washington University.

Ladies and Gentlemen:

To exalt the excellences of the Spanish language and to emphasize the rich results of teaching it is to render homage to Spain and to the younger nations which perpetuate the Spanish racial stock in the New World and speak the classic tongue of Spain. In language the glories



of the past still live and the merits of the present are assayed. No one can understand the essential nature of a race without penetrating deep into the secrets of its language in which are reflected the thoughts and the oft-times prodigious efforts of past generations. More lasting than marble and bronze, the monument of language, when it is a faithful image of a creative race, assures immortal life. While the outward greatness of ancient Rome is preserved only in ruins, the soul of the early Romans continues to live, both in its vigorous descendants, and in that Latin literature which survives all attacks and avenges itself on those who disdain it by the superiority which it gives to those who cultivate it. Nearly two thousand years have passed, and Latin is still a recognized study for the formation of character. It teaches us to think, and while arousing our admiration by its immutable formulas, inspires in us a wholesome scorn for the excesses of verbalism. In modern times France, the heiress of the genius of Athens and now one may say, of the fortitude of Sparta, has made of the French tongue the most powerful instrument of spiritual conquest that the world has known. During the struggle which for five years has made the whole earth tremble, if assurances of support and of love of humanity have come to France from the four corners of the world, it is due in great part to the fact that its captivating language, like a universal Marseillaise, was able to make the hearts of free men throughout the earth vibrate with its accents of flame.

Language is, then, a more powerful weapon than bayonets, and those nations are blind which do not strive to propagate their national tongue when it possesses the qualities that presage victory.

Few languages equal Spanish in sonorousness, force, and elegance; clearness is also a Spanish quality for which we must thank a kind fate. The Spanish spirit does not envelope itself in northern mists to attain profoundness in the sciences or in art. As their countries have been blessed with a transparent sky and a resplendent sun, so the Spanish-Americans have been endowed with a luminousness of mind. The literature of the Golden Age lives again in the modern masters of Spain and Spanish-America. There are verses of Ruben Darío "bathed in grace, in

glory, and in azure" in which the Spanish is as light and winged as the French of Verlaine. The style of my compatriot, José Enrique Rodó, and his kindly philosophy have made Spanish America cherish a new and optimistic ideal of confidence in life and goodness. The glowing prose of the master, Blasco Ibañez, is so rich in color that he depicts with the same power, now a radiant Seville in the ardent pages of "Blood and Sand," now the sombre apparition of the Four Horsemen in an atmosphere of heroism and of grief.

The magic of stylists or of poets is not of itself alone a sufficient stimulus for materialistic spirits in their eternal search for the Golden Fleece. Our language offers splendid prospects to those who cultivate foreign languages with utilitarian aims. It is spoken in nearly twenty nations by more than sixty million people, who inhabit all climates and possess all products. As in the times of that proud monarch, Charles V, the sun never sets on the lands where Spanish is spoken. Spain and the American republics vie in offering to capital and to men of energy favorable fields in which to employ their activities in the creation of a new wealth and a higher civilization.

First, Spain, in which we must admire not only a name that recalls immortal works in art and literature, the glory of ancient battles and conquests, the discovery of America and the manifestation of unequalled vigor and unselfishness, but also a dynamic force and a hope for the future;—it is not only a majestic shadow of the past, but a light which once more will illumine the thoughts and the pathway of mankind.

A practical writer, a master of business, Mr. Vanderlip, former president of the National City Bank of New York, declared in his recent notable book on the situation in the continent of Europe, that many authorities agree that Spain is the richest country of Europe in undeveloped resources; that men of character and capacity will find there a congenial atmosphere for studying the opportunities for large business undertakings which doubtless exist, and that the poverty of Spain is a legend, since there is in its banks a veritable pyramid of bars of gold worth more than those fabulous treasures sought by the Spaniards, after the discovery of the New World, in the land of



El Dorado. These riches have not fallen from the clouds, nor did Aladdin create them with his magic lamp; they were won by the brain and the muscle of Spanish workers.

If we turn our eyes to the American republics, the reality is beautiful and the prospects golden. Just as Ameghino, the learned geologist, believed that the cradle of the human race was to be found in the southern part of South America, so we cherish what is perhaps an illusory belief that there the civilization of the world some day will culminate. Its inhabitants are endowed with a keen and penetrating intelligence, in which are to be found the signs and the synthesis of several cultures. Although disinterestedness has been their rule and consecration to the ideal the moving force of their lives, they have shown themselves skillful in commercial transactions and in the expansion of their industries. The fiery test of the European war has shown the temper of their metal. Their foreign commerce has risen to an amount that can be mentioned proudly even in this nation of fabulous wealth. In the year just ended, it will probably be found to have greatly exceeded four billions of dollars. The future offers unlimited prospects, and when these countries shall develop more scientifically their inexhaustible resources, their commerce will rival that of the most celebrated nations of the earth. The peaceful struggle for commercial preeminence will put to the test the inventive genius of business men, and the customs, the characteristics and even the caprices of each nation will have to be carefully studied.

What probability of success can be expected by those who are ignorant of the language of the country and who proceed haphazardly, while stern facts overthrow the fanciful theories conceived two thousands leagues away? The work of diffusing throughout the world, and especially in this magnificent nation, the knowledge of the Spanish language is therefore a great one. Praise is due to the enterprise of those who, overcoming incalculable difficulties, have striven to propagate our language. Indifference has been conquered by tenacious energy. In this work as in war, as in life in general, the will is the factor which must bring victory or defeat. Let us praise the efforts displayed by leaders in this ideal of ours, such

as La Prensa of New York, in offering to us with its vibrant prose a breath of Latinity; but above all, let us declare that your activities as teachers of Spanish will be productive of unity in the Americas, of that fraternity between the continents which is to lay the foundations for great works of peace, propitious for civilization and justice. You, as teachers of youth, together with statesmen and writers, will be the artificers of this magnificent work, and as such the future will remember you.

We are in the University that bears the name of George Washington, and that great hero should be our inspiration today. Let us hail him as the highest type of human greatness, who continues to guide his people by his immortal example. He is not dead. He still lives in the hearts of those who continue his great work of education and liberty, in those who went to France to display the heroism and victorious strength of their race in defense of the rights of humanity, in those who, from the seat which he occupied, are working today to establish more perfect justice among men and a lasting peace between nations.





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## THE CONTRIBUTION OF SPANISH AMERICA TO CIVILIZATION.

*By Francisco Javier Yánes, Assistant Director of the Pan-American Union, in Charge of the Section of Education.*

Spanish America owes the best in her to the men who discovered, Christianized and planted the first seeds of civilization in the New World. She is not, nor has she ever been, ungrateful to her mother country; they have a common tongue, a common literature; their great men belong to both, because they understand each other, they feel alike, their psychology is the same.

The recognition of the merits of others is a virtue that grows only in the heart of the great. George Washington University, in conferring through its honored President, Dr. Collier, a signal honor upon a most distinguished Spaniard, cannot fail to touch a sympathetic chord in the heart of the numberless friends and admirers that Blasco Ibañez has in all Spanish America. \*

This general sketch—too general in fact—of the contribution of Spanish America to civilization is but a widow's mite toward the promotion of a great cause: the fraternity of thought, the genuine mutual appreciation among peoples of different tongues and races.

The civilization of peoples cannot always be gauged by set standards. There are varying factors to be taken into consideration and discrepancies to be accounted for in measuring the degree of cultural and industrial progress of a nation. Conditions growing out of racial characteristics, historical necessities, geographical position, custom and habit, on the one hand, and on the other the basic principles upon which different societies have been built, must not be lost sight of in dealing with, or rather, in endeavoring to understand the factors that have led to the progress of a given nation, or aggregate of nations of the same or similar origin.

Latin-American civilization from an Anglo-Saxon point of view may be found wanting in many respects, but the life and happiness of nations, the ideals and hopes of their peoples, their legislation and institutions, are not to be found ready made, but have to be worked out to meet peculiar wants, and in accordance with the racial, mental, moral and material resources and necessities of each.



We must deal with Latin America as a whole if we wish to cast a rapid glance at its civilization. Some of the twenty free and independent states which in their aggregate make up Latin America have developed more than others, and a few marvelously so, but whether north or south of the Panama Canal, east or west, on the Atlantic or the Pacific, on the Caribbean or the Gulf of Mexico, the countries of Latin America sprang from the same race—the brave, hardy, adventurous, romantic and warlike Spanish and Portuguese conquerors, who fought their way through unknown territories, whether in quest of "El Dorado" or in warfare against whole nations of Indians, as in the case of Mexico and Peru, where the native Indians had a marvelous civilization of their own.

On the other hand, the men who founded these United States, the Pilgrims who first set foot on this new land of promise, and those who followed in the wake of the first settlers, came to this country already prepared, through years of training, to govern themselves. They came to the friendly shores of the New World in quest of freedom. They wanted a home in a new land not yet contaminated with the spirit of the Old World. They brought with them their creed, their habits of order and discipline, their love of freedom, their respect for the established principles of law. Hence from its inception Anglo-American civilization was built upon solid ground. Its subsequent development—the marvel of the last half of the nineteenth and this our twentieth century—is due to the solidity of their institutions, their steadfastness of purpose, their practical sense of life, and a territorial expanse where all the soils, all the wealth, all the climatic conditions of the cold, the temperate and the tropical zone can be found.

The discussion of Latin-American civilization is of vast importance, since it deals with the history and development of twenty republics lying beyond the Mexican border, and covering an aggregate area of about 9,000,000 square miles, with a total population of over 70,000,000, of which 48,000,000 speak the Spanish language, 20,000,000 Portuguese in Brazil, and 2,000,000 French in Haiti. This general division brings us at once to deal, under the same classification, with peoples and civilization springing from different sources—Spanish, Portuguese and French. Even among the Spanish-speaking countries there are conditions, depending on the province of origin of the first Spanish colonizers and settlers, who came mainly from Biscay, Anda-

lusia, Castile, Aragon, and Extremadura, which further tend to establish other slight differences, just as the various states of this country show differences due to the sources of their population.

For our purpose, a general survey of the twenty countries called Latin America is not amiss. Geographically, Latin America begins beyond the Rio Grande, with Mexico, at the southern boundary of which extends what is called Central America, consisting of Guatemala, Honduras, Salvador, Nicaragua, and Costa Rica, the historic five Central American states; Panama, the gateway to the Pacific on the west and to the Caribbean and the Atlantic on the east; South America proper, embracing Venezuela on the Caribbean, Colombia on that sea and partly on the Pacific; Ecuador, Peru and Chile, bordering on the Pacific; Bolivia and Paraguay, inland states in the heart of South America; Argentina, Uruguay and Brazil on the Atlantic; and, lastly, Cuba, Haiti and the Dominican Republic, islands in the Caribbean Sea. So we see that Latin America extends from the north temperate zone to Cape Horn, near the Antarctic Ocean, which means that all climatic conditions are found in that enormous area over which the pole star, the Southern Cross, and the constellations brightening the South Pole keep nightly watch, from the cool regions of northern Mexico to the tropical heat of the torrid zone and again to the cold lands of Patagonia. This is indeed a world of wealth where all the products of the entire globe can be successfully cultivated, where all races of mankind can live and thrive, because the Mexican and Central American cordilleras, and further south the mighty Andean range, offer an unbroken chain of lofty peaks, wide valleys, and extensive tablelands, affording all climates and zones, all kinds of soils and minerals, the only limitations to the development of these lands being human endurance. The water supply is plentiful in most parts of Mexico and the Central American republics, and there is nothing in the world which can be compared to the hydrographic areas of northern and central South America, consisting of the Orinoco basin with its 400 affluents, offering a total navigable length of about 4000 miles; the mighty Amazon having three times the volume of the Mississippi and navigable for over 2000 miles, and the network of great rivers emptying into it; the Paraná and the River Plata, with twice the volume of the Mississippi, and a thousand other streams too numerous to mention in detail, but which can be found on any fairly good map, showing a feasible water route from the mouth of the Orinoco in



Venezuela to the Amazon and the very heart of South America, and thence to the Paraná and finally to the River Plata.

We all know how Columbus discovered this New World which today bears the name of America (although the application of that name is quite restricted in this country to the United States)—we have all heard of the hardships Columbus and his followers had to endure, their sufferings, their hopes, and their faith in some supernatural fate, a trait begotten by the influence of Moorish ancestors in Spain through the mingling of both races during the occupation wars which lasted over eight centuries. The discovery of America has a tinge of romance, such as inspires the soul of the adventurer and the buccaneer. It was a romance that began at the Rábida, grew in the presence and with the help of good Queen Isabella, developed into a mad desire for adventure at Palos, and ended with the planting of the Spanish standard on the shores of Guanahani, now called Watling's Island. From here Columbus went to what is today called Cuba, thence to Hispaniola—now divided into Haiti and the Dominican Republic, where his remains now rest in the Cathedral at Santo Domingo—and in this latter island founded the first white settlement in the New World. We cannot follow Columbus' voyages or his adventures step by step, but we must feel that the discovery of America is an epic poem worthy of the mettle of the great discoverer and his men.

And so the civilization of what is called Latin America began with the first Spanish settlement, the first Indian blood shed by the greed of the white conqueror, and the first attempt to Christianize the inhabitants of the new-found land. The inevitable features of conquest—war, treachery, destruction, fire, sword, deeds of valor but little known, and endurance almost superhuman—marked along the trail of the discoverers the birth and first steps of the New World. And in the midst of this turmoil, bravely battling against unknown odds, the Spanish missionary fathers worked unceasingly, founding hamlets and towns, thus planting in the wilderness the seeds of many a large city of today, building their temples of worship, going from place to place struggling with disease and hunger, teaching the Indians the Spanish language and with it their religious faith, and laying the foundation of what is known today as Latin America.

The second stage of Latin-American civilization began when the crown of Spain finally took an active interest in its new possessions and men of a better class than the soldiery which landed with the discoverers and conquerors began to come to the New World, bringing their wives and daughters, and surrounding themselves with whatever comforts could be had in their new home. They were in many cases scions of noble families, who came either as viceroys, governors, or in some other administrative capacity, or as "oidores," judges and men of letters in general. There also came learned monks, and among these, philosophers, poets, musicians, painters, etc. Hence some of the oldest descriptions and chronicles of Latin America are in verse or in choice prose, either in Spanish or in Latin, and we find in some of the oldest cities in Spanish America wonderful examples of wood carving, either in churches or in old houses, beautiful specimens of the gold and silversmiths' art in ware of the precious metals, some fine paintings, and unexcelled samples of the art of illuminating books, particularly missals.

The scholars, either members of the religious orders or laymen, began to gather books imported from Europe, and so our libraries were started, mainly in the convents. With this feature of civilization the necessity of educating the children of the Spaniards and also the Indians became more pressing, private schools and seminaries being established, as a first step to the foundation of universities. I think it is due to the Spaniards, so unjustly appraised at times, to state right here that both in Mexico and in Peru schools were founded for the education of the Indians, to teach them not only reading and writing, but the manual arts as well.

We Latin Americans record with natural pride the fact that the first university founded in the New World was that of Santo Tomás de Aquino at Santo Domingo, in 1538. This University is no longer in existence, but we still have that of San Marcos at Lima, Peru, founded in 1551; the University of Mexico, established in 1553 and refounded in 1910; the University of Cordoba, in Argentina, dating from 1613; that of Sucre in Bolivia, founded in 1623, or thirteen years before Harvard, which dates from 1636, and that of Cuzco, in Peru, established in 1692, or nine years earlier than Yale, which was founded in 1701. The University of Caracas, in Venezuela, dates from 1721, and that of Habana, Cuba, from 1728, the other universities founded before the nineteenth century being that of Santiago, Chile, in 1743, and the University of Quito, Ecuador, in 1787.



The great agent of civilization and progress, the printing press, has been known in Latin America since 1536, when the first printing outfit was introduced into Mexico and the first book printed in the New World, a plea of Father Las Casas for a better life. Cartagena, Colombia, is said to have been the second city of America to have a printing press, in 1560 or 1562, but Peru seems to hold the record for the first book printed in South America, about 1584, and La Paz, Bolivia, had a printing establishment about 1610. There were also a press and other printing paraphernalia at the Jesuit missions of Paraguay about the first decade of the seventeenth century. The first work in Bogotá was printed about 1739; Ecuador printed its first book in 1760, and Venezuela in 1764, while the earliest production of the Chilean press bears the date of 1776, and there was a printing outfit in Cordoba, Argentina, in 1767. With the foundation of universities and schools and more frequent communication with Spain and other European countries of Latin origin, and the printing of books and newspapers in the New World, the desire for learning was developed and a new field was open to intellectual culture.

Dissatisfaction of the colonies with the exactions and abuses of the viceroys, captains-general and other officials representing the crown of Spain, jealousies between the creoles, or children of Spanish parents born in America, and the "peninsulars," or native Spaniards, commercial preference and social distinctions, and other petty annoyances born of the arrogance of the Spaniards, on the one hand, and the proud nature of the creoles on the other, were the smouldering embers that, fanned by the success of the American Revolution and the storm of the French Revolution, set on fire the Spanish colonies at the end of the eighteenth and the beginning of the nineteenth century. The majority of the Spanish-American countries attained their independence between 1804 and 1825, and their struggles for freedom, while encouraged by the example of the United States, were inspired in French ideals. The heroes of the bloody but romantic French Revolution, their fiery speeches and undaunted bravery, their proclamation of the republic and the rights of man; the echoes of the Boston Tea-party, the exploits of the spirit of '76, the commanding and serene figure of Washington, the birth of the American Constitution, the utterances of the grave thinkers and inspired orators of the revolutionary period—all these dazzling examples of patriotism appealed to the Spanish-American colonists, and one by one the colonies began their fight for independence. The



executions and ignominy heaped upon the first patriots who forfeited their lives for the cause of independence, instead of discouraging the leaders, made them more aggressive, and they resolved to gain the day at all hazards.

We come now to the most brilliant pages of the history of Latin America, and upon these pages are written the names of Miranda of Venezuela, the precursor of South American independence; Bolivar, who has been called the Washington of South America, a brilliant soldier and born leader, the liberator and father of Venezuela, his native country, and of Colombia, Ecuador, Peru, and Bolivia; Sucre, also a Venezuelan, more like Washington than Bolivar, the very soul of honor, a gallant knight and an accomplished diplomat; San Martin, the brave and heroic liberator of the southern half of South America; Artigas, a man of sterling qualities; O'Higgins, the great Chilean hero; Tiradentes, the forerunner of Brazilian independence; Morelos and Hidalgo in Mexico, both Catholic priests, and both martyrs to the cause of independence; and hundreds of others from each country whose names would be meaningless except to those well acquainted with the history of Latin America.

But, once free from colonial bondage, the new republics, whose political constitutions in the main are based on that of the United States, had to deal with fresh problems arising from changed conditions. The new political entities commenced their independent life heavily handicapped, on the one hand by their economic condition after a period of protracted wars, and on the other hand by a scarcity of population, and—though paradoxical, nevertheless true—the fertility of the soil and extremely favorable climatic conditions. The unbounded productiveness of Latin America, coupled with the modest wants of the masses, has been the main cause of the slow development of most of these countries as manufacturing centers, their chief means of support being agricultural and allied industries, and mining. The evolution out of all this chaos has been more rapid in some countries than in others, due to special conditions, among which the principal ones are, in general terms, geographic and topographic position, and predominance of the white man.

The leading classes, owners of black slaves and landlords to the Indian tenantry, lived for the most part in relative ease after the war of independence. Those who did not seek in the army a field for their activities or inclinations, devoted themselves to intellectual and scientific pursuits, either in civil life or in the service of the church. Some went abroad,



to France or Spain preferably, to acquire a general education or to perfect that received at home and to see the world, on their return bringing new ideas which were eventually adopted and more or less modified as necessity demanded. With the progress of the nineteenth century Latin America also advanced.

Intellectually, the Latin-Americans are anything but the inferiors of the Anglo-Americans. The literature of Latin America is as rich and valuable as that of any country, yet it is hardly known—not to say entirely unknown—in the United States except by a handful of men who have devoted their time to the study of the Spanish language. It is only now, during the last few years, that a desire to know Spanish has made itself felt in the United States, and it is astonishing to note the number of persons now able to read and understand the language, and the number of institutions of learning devoting special attention to the study of Spanish and Spanish history and literature, and particularly the history and literary progress of Latin America. On the other hand, the study of modern languages is compulsory in all of the universities and colleges of Latin America, and absolutely necessary to obtain certain academic degrees. French was for a long time the language chosen by the majority of the students, hence the influence of French literature and French thought in Latin America. German was taken up by many, more as a commercial tongue than otherwise. English was preferred by others, rather as an accomplishment than as a language of immediate practical use, until now it has taken, in many cases, the place of German. These two languages have followed the trend of trade, but English is becoming more useful every day in view of the increased relations of Latin America with the United States, in all spheres of human activity.

The problem of education has always commanded the earnest attention of all the Latin-American governments, to the extent of having made primary education, in most of these countries, not only free but compulsory. So far as higher education is concerned—that is, all grades above primary—there are institutions, either public or private, or both, for secondary and superior education, normal schools, schools of mines, agricultural and manual training, technological institutes, colleges, universities, conservatories of music, academies of painting and sculpture, national or public libraries, museums, etc.—in short, all kinds of institutions devoted to the moral and intellectual uplift of the people.

In all the Latin-American countries there is a system of scholarships which serves as a practical means of promoting interest in education. This system provides for supporting abroad for a certain length of time such of the students and graduates as have won honors, who are sent abroad, of late years in increasing number to the United States, to perfect their education and bring home new methods and the latest and most approved systems. The Educational Section of the Pan-American Union is in touch with many Latin Americans who have come, or are coming to the United States to study or perfect themselves in some science or profession. Many have come to this country to investigate school methods and appliances. There are at present some 5,000 Latin-American students in the United States, a few of whom hold government fellowships.

I think this is the proper occasion to urge upon American scholars and professors the necessity of encouraging the preparation in the English language of popular monographs for school use, written by responsible and unprejudiced men, on the history and geography of the Latin-American countries. So far as I know, there is scarcely a well-known school book in English giving in a concise, impartial manner the history of any one of the countries of Latin America. The history of the United States, on the other hand, is studied in Latin-American colleges and universities along with the modern history of France and England, Spain, Italy and Germany. Another point that deserves passing mention is the scarcity of good American books in Latin America, in the Spanish language, due to their enormous cost. France, Italy, Germany, and Spain especially, publish in Spanish hundreds of useful books on history, science, geography, literature, etc., at prices so low that no one can give excessive cost as an excuse for not having what is termed in Spanish "an economical library," that is, small volumes of several pages, well edited, bound in paper, which are worth from 20 cents up to 50 or 75 cents. If the sale of American-printed books has small success in Latin America, it is due in part to the almost prohibitive prices, and partly to the indifferent Spanish in which some are printed, because of incompetent translators.

With better means of communication and a desire to expand their trade with Latin America, United States merchants and travelers are visiting intelligently the Latin-American countries, and men of science and learning have, during the last few years, turned their eyes toward that continent, bringing to light the wonders of past ages buried by



the sands of Time, and doing justice to a civilization until then little known, and only by a few. No better proof of the fact that Latin-American civilization is worthy of note could be had than the desire to exchange professors and students between certain universities of the United States and those of the leading South American countries.

Latin Americans have done much towards the progress of the world both intellectually and materially. Civilization may be divided into two great branches from which others spring: development of the intellectual forces of mankind, and development of the material resources for the benefit of all. Under the first head—as I have endeavored to show in the brief review of Latin-American history just made—we have educational institutions to train and perfect the mind, which have existed in Latin America for centuries, and the result of this training has been great jurists, historians, orators, physicians, painters, sculptors, poets, musicians, playwrights, and others too numerous to mention, as we are dealing with twenty countries, but whose works might fill a good sized library. There is a wealth of Latin-American literature worthy of the attention of the most exacting scholar; we have painters and sculptors of renown whose works have been admired, rewarded and commended in the leading art centers of the world and in all the countries there are art schools from which the students go preferably to Italy or France, most frequently pensioned by the government, to perfect themselves and do honor to their motherland. We have musicians wedded to their art and a credit to the country and themselves; and composers, singers and players educated in our own conservatories or schools. We have theatres and opera houses not surpassed by any others in America or Europe, and the governments of many, if not all of the Latin-American countries, contribute to the musical education of the people by subsidizing opera troupes every season or so, paying heavy sums to obtain the best singers. Many a celebrity who has come to New York has commenced his career in Latin America.

There is another phase of Latin-American civilization showing in an unquestionable manner a natural tendency towards the establishment of higher ideals—those ideals that are today being proclaimed by men of good will of all nations. I refer to arbitration, the recourse to which is the highest form of culture among peoples. Arbitration is not new with us. It is one of the basic principles of the foundation of our social structure, since it rests on the civil law of

Rome, which provides for arbitration as one of the ordinary and usual means of settling differences between man and man. The principle of arbitration was first proclaimed on our continent by General Bolivar, the Liberator of South America—as far-sighted and keen a statesman as he was a military genius. Bolivar was the originator of the idea of holding the first Congress of Nations of America in Panama in 1826, for the purpose, among others, of adopting arbitration as a principle of American—that is to say, Pan-American—policy.

In recent years we have had recourse to arbitration and direct negotiations partaking often of the nature of arbitration, more frequently than in all the rest of the world. Our Latin-American wars have been civil wars for a political principle, and these mainly in countries where the military element predominates. We have never engaged in wars of conquest. In our international difficulties, arbitration has always been the keynote of our negotiations. It is a remarkable fact that in the history of our Latin-American republics, since they became independent from the mother country over one hundred years ago, we have had among ourselves only two wars which, if international in a sense, could be classed as national, since they were fought among members of our own family of republics. But these wars were not fought for territorial expansion nor in the spirit of conquest, although territory may have been gained as an indemnity. I refer to the Paraguayan war against Brazil, Uruguay and Argentina, and the war of Chile and Bolivia against Peru. On the other hand, who, looking at the map of Europe today, would recognize it as the same Europe of ten years ago? Need we even mention the last orgy of blood and rapine, of wanton destruction, that swept the world into a maelstrom of hatred and carnage, untold horrors and forgotten cruelties of past ages?

All our boundary disputes—and they have been many—have been or are being settled by arbitration. Now, could any better proof be offered of the advancement of peoples who, while springing directly from a race of warriors, do not fear to work towards the ends of peace?

Another proof of this spirit of progress is the maintenance in the city of Washington, by all the countries of our American hemisphere, of a unique organization called the Pan-American Union, the living embodiment of the idea which created the International Union of American Republics as a result of the first Pan-American Conference held in Washington over twenty years ago at the invitation of that



great American statesman, James G. Blaine. The Pan-American Union represents the spirit of progress, the desire for a better understanding, the necessity for stronger ties of friendship, felt among the republic of the three Americas, by making them known to one another, by bringing to the attention of the American people the opportunities offered by the Latin-American countries, their civilization, their onward march towards prosperity, united in a single purpose of material and moral advancement.

There is another aspect of Latin-American civilization which deserves more than passing attention. It is their political life as members of the Pan-American fraternity of independent nations. Their first step towards higher ideals was their declaration of independence and their assuming the duties and exercising the rights of sovereign states. The transition from colonial dependencies to self-governing nations was fraught with difficulties unknown to the citizens of the original thirteen states of the North American Union, resulting from different conditions, due in the main to the spirit that inspired their complete emancipation. The original thirteen states separated from England principally for practical reasons, while the Spanish-American countries had to contend with an economic as well as a political problem.

After a period of evolution—or, shall we say, revolutions—during which the several antagonistic interests were undergoing a process of amalgamation, or better still, clarification, there now exists, in the great majority of Latin-American countries, stable governments whose sole aim is to maintain above reproach the moral as well as the economic credit of their respective nations, so as to attract foreign capital and energy, which will stimulate the development of home industries, and insure peace, prosperity and happiness to its citizens. Some Latin-American countries have been less fortunate, but every disturbance, every civil strife, has been a misdirected effort towards the attainment of a goal dreamed of by all and by all desired. Public education, foreign commerce, improved means of communication, greater development of the natural wealth of those countries are factors which have contributed and are constantly contributing to the establishment of a peaceful era which will eventually become normal and stable.

As to the material phase of Latin-American civilization, all I have to say is that communication with the other countries of the world was represented before the war by over fifty steamship lines plying between European ports

and those of Latin America, and about twenty-five lines running from the United States to the Atlantic, Caribbean and the west coast ports of Latin America. These conditions have changed, it is true, but not a day passes without bringing some improvement to the situation, which will become normal at no distant day. The combined railway mileage from Mexico down to Chile and Argentina, including the island countries of Cuba, Haiti and the Dominican Republic, is estimated at about 72,000 miles, Argentina leading with over 22,000 miles; next comes Brazil with about 18,000 miles; Mexico follows with about 15,500 miles; Chile, about 6,000; Cuba, nearly 2,500, and the other republics in lesser proportion. There is not one single country, however, that is not included in this total mileage. It may seem strange that in an area of about 9,000,000 square miles there should be only 72,000 miles of railway, but if one stops a moment to consider the enormous barrier extending along the west coast of South America, formed by the mighty range of mountains which is but a continuation through Mexico, Central and western South America of the Rocky Mountains, and the scarcity of population which creates demands and makes traffic profitable, one will understand why the railways of Latin America have not advanced faster. During the war there has been no new railroad construction in Latin America, and such extensions of existing lines as have been made are due to the fact that the materials were in the country before the war began. A great advance has been made, however, in the construction of highways for automobile traffic, which in a way counterbalance the lack of rail communication in mountainous countries.

Another phase of civilization and progress is the foreign commerce of a country. Latin America in this respect has a good record, and the figures representing its foreign trade in 1918 are, in round numbers, as follows: Total Latin-American commerce, \$3,939,000,000, the exports being represented by \$2,412,000,000 and the imports by \$1,527,000,000. The total trade with the United States amounted to about \$1,907,117,000, of which \$1,143,026,000 was exports and \$764,091,000 imports. The progress made by Latin America in its commercial relations with the world at large and the United States especially shows that there is a great consumption of all such articles as are considered necessary to civilization. Latin America is not a manufacturing continent; it mainly produces for export agricultural products such as wheat, sugar, coffee, rubber, tobacco, cacao or cocoa, cotton, etc., meats, hides and other raw materials, mining



products such as silver, gold, tin, copper, iron, bismuth, nitrates, etc., and a few gems. Its main imports are machinery of all kinds, hardware, cotton and other fabrics, evaporated foodstuffs, carriages and automobiles, railway material, electrical appliances, and other similar products of industry necessary to the cultivation of the land, the improvement of roads and cities, and the comfort of the inhabitants. There is not a city of any importance in Latin-America where either artificial illuminating gas or electric light is unknown. Telegraph and telephone wires stretch all over Latin America, uniting cities and towns, over the wilds and across the mountains, bridging powerful rivers, connecting neighboring countries and linking our shores with the rest of the civilized world. Not an event of any importance takes place in Europe, Asia, or Africa, or the United States which the submarine cable does not bring to the Latin-American press, to be made public either in the form of bulletins or in "extras," according to the importance of the event, while nearly every Latin-American country has its wireless telegraph system. Electric cars are fast replacing the older and slower methods of transportation within the cities and extending their usefulness to carrying passengers to suburban villas, small towns or country places of amusement, and Buenos Aires, the largest Latin-American capital, has a subway in operation.

In conclusion, I may say that a charge frequently made against us Latin-Americans, and in a sense true, is that we are a race of dreamers. Perhaps it is so. We inherited from our forefathers the love of the beautiful and the grand; the facility for expression and the vivid imagination of our race; from them we inherited the sonorous, majestic Spanish, the flexible, musical Portuguese, and the French, language of art, and a responsive chord to all that thrills, be it color, harmony, or mental imagery; we inherited their varying moods, their noble traits and their shortcomings, both of which we have preserved, and in certain cases improved, under the influence of our environment, our majestic mountains, our primeval forests, the ever blooming tropical flowers, the birds of sweetest wild songs and wonderful plumage; under magnificent skies and the inspiration taken from other poets and writers, be they foreign or native, who have gone through life like the minstrels of old with a song on their lips and an unsatisfied yearning in their hearts.

Much more might be said to show the constant endeavor of Latin America to co-operate with its best efforts to the civilization of the world. It has contributed readily accord-

ing to its Latin standards, and from the day of its independence and the establishment of republican institutions, Latin America has recognized the rights of man, abolished slavery, fostered education, developed its commerce and increased traveling facilities and means of communication with the outer world. It has contributed to the best of its ability to the sum total of human betterment, and the day cannot be far off when full justice will be done to the efforts of the countries south of the United States, where live a people, intelligent, progressive, proud of their history and their own efforts, and ready to extend a friendly hand and a sincere welcome to those who are willing to understand them, and aid them on their road to progress.





HENRY GRATTAN DOYLE, A. M.  
Assistant Professor of Spanish  
The George Washington University



ELMER LOUIS KAYSER, M. A.  
Secretary of The George Washington University  
Secretary of The Alumni Association, also  
Assistant Professor of History

THE TEACHING OF SPANISH AND PORTUGUESE  
AT  
THE GEORGE WASHINGTON UNIVERSITY.  
BY

HENRY GRATTAN DOYLE, A. M.  
Assistant Professor of Romance Languages.

The amazing increase in the study of Spanish during the war seems to be of a permanent nature, judging by the latest enrollments of schools and colleges throughout the country, which have not only held the gains registered during the war, but vastly increased them. A conservative estimate of the number of students now pursuing courses in Spanish in the United States is 350,000. The vogue of Blasco Ibañez, the new charms of Cuba, the importance of our Latin-American trade, are some of the factors that inspire this interest and will serve to maintain it; but the chief factor is the intrinsic merit of the Spanish language and literature as an instrument of cul-

ture and civilization. Recognition of this fact has been belated, but it has perhaps been the more sincere on that very account, and now that it has come, it cannot but be lasting.

It is not surprising that Washington has been conspicuous in the movement for more and better Spanish if one considers the natural advantages it enjoys in this regard. It is the home of many distinguished Spanish and Spanish-American scholars, writers, and educators, temporarily representing their native countries at the capital of the United States; the headquarters of the Pan-American Union, that energetic agency for the cultivation of mutual knowledge and esteem among the peoples of the New World; and the center of operations of the Latin American Bureau of the State Department, the Bureau of Foreign and Domestic Commerce, the International High Commission, the Shipping Board, and other governmental instrumentalities for the fostering of good relations, social and commercial, with the Spanish-speaking countries. These facts, together with its possession of the splendid facilities offered by the Congressional Library, are but a few of the many reasons which make Washington an ideal place in which to carry on Spanish studies. An opportunity to meet Spanish-speaking people socially is provided by the famous "Spanish-American Athenaeum" and the local chapter of the American Association of Teachers of Spanish, a national organization of over 1,100 members having many local branches, of which the Washington section was the second local chapter. The national body, it may be added, held its last annual convention at the George Washington University.

The George Washington University has unusually intimate relations with the Hispanic world, not only because of its favorable position in Washington, but also because its president, William Miller Collier, is a former American Minister to Spain, with a thorough knowledge and deep love of Spanish culture. It was therefore to be expected that the growth of interest in things Spanish, so universal throughout the country, would be reflected at George Washington University, and an examination of the registration in Spanish courses shows that to be the case.



The average enrollment in Spanish classes for the academic years 1917-18, 1918-19, and 1919-20 is shown in the following table:

	1917-18	1918-19	1919-20
First-Year Classes.....	53	71	253*
Advanced Classes.....	46	61	104
Totals.....	99	132	357

It will be seen that 1918-19 shows a gain in registration of 33 per cent (in spite of war conditions) over 1917-18, and 1919-20 a gain of 170 per cent over 1918-19; and if the additional enrollment for the second semester of 1919-20, due to the establishment of the course for beginners starting in February—a new departure occasioned by the unprecedented demand—is taken into consideration, the gain for 1919-20 is well over 200 per cent. An encouraging feature of the situation is the fact that so many students are continuing their studies in the advanced courses in literature, conversation, and composition, etc., showing that the interest aroused is not superficial, but well-grounded and enduring.

Some idea of the variety of courses offered may be gained from the following extracts from the program of instruction:

## SPANISH.

### *First Section. Primarily for Undergraduates.*

1. *First-Year Course.*—Hills and Ford's First Spanish Course. Grammar, written and oral composition, drill in pronunciation, translation of modern Spanish fiction, comedy and history. For beginners. *Mon., Wed., Fri.*, at 1.45. Six semester-hour credits. Assistant Professor DOYLE.

2. *First-Year Course.*—Parallel with Course 1. Hills and Ford's First Spanish Course. For beginners. 7 sections. *Mon., Wed., Fri.*, at 5.10. *Mon., Wed., Fri.*, at 6.00. *Tues., Thur., Sat.*, at 5.10. Six semester-hour credits. Assistant Professor DOYLE. Mr. JONES. Mr. CORLISS.

\*This does not include a class of 50 beginning Spanish in February 1920, which would give an actual present total enrollment of over 400.

3. *Second-Year Course*.—Review of grammar, composition, translation of modern Spanish prose and poetry, collateral reading. Open to students who have passed in Course 1 or 2, or have fulfilled the admission requirements in Elementary Spanish, or otherwise satisfy the instructor of their fitness to take the course. *Mon., Wed., Fri.*, at 10.15. Six semester-hour credits. Assistant Professor DOYLE.

4. *Second-Year Course*.—Parallel with Course 3. *Tues., Thur., Sat.*, at 5.10. Six semester-hour credits. Assistant Professor DOYLE.

6. *General Survey of Modern Spanish Literature*.—The Eighteenth and Nineteenth Centuries; contemporary writers. Translation of representative works of drama, fiction, poetry. Lectures on the history of Spanish Literature. Outside reading and reports. Composition. Open to students who have passed in Spanish 3 or 4 or have done equivalent work. *Tues., Thur., Sat.*, at 6.00. Six semester-hour credits. Assistant Professor DOYLE.

7. *Conversation and Composition*.—Open to students who have passed in Spanish 1 or 2, or have fulfilled the admission requirements in Elementary Spanish, or otherwise satisfy the instructor of their fitness to take it. *Mon., Wed., Fri.*, at 6.00. Four semester-hour credits. Mr. SALDAÑA.

8. *Spanish-American Prose*.—Study of some of the leading critics, essayists, and novelists: Rodó, Hostos, Blanco-Fombona, Blest Gana, etc. Lectures and collateral reading. Open to students who have had two years of college Spanish or who otherwise satisfy the instructor of their fitness. First half-year, *Mon., Fri.*, at 5.10. Two semester-hour credits. Mr. JONES.

10. *Spanish-American Poetry*.—Intensive study of some of the leading poets: Olmedo, Bello, Heredia, Darío, Chocano, Valencia, Nervo, etc. Open to students who have had two years of college Spanish or who otherwise satisfy the instructor of their fitness. Second half-year, *Mon., Fri.*, at 5.10. Two semester-hour credits. Assistant Professor DOYLE.



*Second Section. For Undergraduates and Graduates.*

Courses in this group are open to students who have passed in Course 6, or otherwise satisfy the instructor of their fitness to take them.

22. *Spanish Literature of the Sixteenth and Seventeenth Centuries.*—The Golden Age. Cervantes, Calderón, Lope de Vega. The classic Spanish drama. Origins and rise of the novel. The ballad. Lyric poetry. References to the influence of Spanish literature upon French and English. Translation, reports on outside reading, lectures. A large amount of collateral reading will be required. *Mon., Wed., Fri.,* at 4.00. Six semester-hour credits. Assistant Professor DOYLE.

The work in Spanish is under the direction of Dr. George N. Henning, Professor of Romance Languages and Dean of the School of Graduate Studies. The staff of instructors is as follows:

GEORGE NEELY HENNING, A.M., Litt. D., Dean of the School of Graduate Studies, and Professor of Romance Languages. A.B., Harvard University, 1894, A.M., 1898; A.M., George Washington University, 1896, Litt.D., 1919; Assistant in French, Harvard University, 1897-98, Instructor, 1895-96, George Washington University; Instructor, 1899-1900; Professor of Romance Languages, 1901—, Acting Dean, School of Graduate Studies, 1918—.

HENRY GRATTAN DOYLE, A.M., Assistant Professor of Romance Languages. A.B., Harvard University 1911, A.M., 1912, Instructor in Romance Languages, 1913-16; Instructor in Romance Languages, George Washington University, 1916-18, Assistant Professor, 1918—; *Contributing Editor, Journal of Education*; corresponding member, Hispanic Society of America; National Vice-President and President of Washington Chapter, American Association of Teachers of Spanish.

CECIL KNIGHT JONES, B.Lit., Instructor in Spanish. B.Lit., University of California, 1897; Reference Librarian, University of California, 1893-1901, Assistant Instructor in Latin, 1897-98; Classifier and Cataloguer, Library of Congress, 1901—; Instructor in Spanish, 1915—.

JUAN B. SALDAÑA, Instructor in Spanish Conversation.

JAMES CHRISTOPHER CORLISS, A.B., Instructor in Spanish. A.B., Harvard University, 1914.

The University also offers courses in Portuguese, the instructor being a thoroughly qualified native Portuguese, an advantage enjoyed by no other university in the United States. His academic honors and the courses offered are as follows:

JOAQUIN DE SIQUEIRA COUTINHO, Kt., Sc.D., Professor of Portuguese Language and Literature. Baccalaureat, Central Lycée of Lisbon, Portugal, 1889; C.E., Institute of Technology, Lisbon, Sc.D., 1907; Travelling Fellow of Portuguese Government, University of London and Oxford University, 1907-09; Member, Council for Technical Education, Portuguese Government, 1913; Professor of Portuguese Language and Literature, Free University of Lisbon, 1913-15; Professor of Portuguese Language and Literature, 1916—.

## PORTUGUESE.

### *First Section. Primarily for Undergraduates.*

2. *First-Year Course.*—Portuguese as a Romance Language. Phonetics and drill in pronunciation, reading aloud of texts, dictation, elementary grammar, translation and composition. For beginners. *Mon., Wed., Fri.*, at 5.10. Six semester-hour credits. Professor COUTINHO.

3. *First-Year Course.*—General survey of the history of the literature. No knowledge of Portuguese is necessary. *Mon., Fri.*, at 6.00. Four semester-hour credits. Professor COUTINHO.

4. *Second-Year Course.*—Advanced grammar, exercises, composition, translation of prose and poetry, collateral reading, conversation. *Tues., Thurs., Sat.*, at 5.10. Six semester-hour credits. Professor COUTINHO.

6. *Third-Year Course.*—Language, literature and philology. *Tues., Thurs., Sat.*, at 6.00. Six semester-hour credits. Professor COUTINHO.

Courses dealing with Latin-America history and institutions are also offered by the Department of Political Science, under Professor Charles E. Hill, Ph.D., Harvard University, as follows:



8. *South American Republics*.—A sketch of their establishment, an analysis of the structure of their governments, and a study of how these governments reflect economic and social conditions is the object of the course. Second half-year. *Tues., Thurs., Sat.*, at 5.10. Three semester-hour credits. Not given in 1919-20.

26. *Brazil, Its Political Evolution*.—A study of the political, social, and economical evolution of Portuguese America. The international policy of Brazil is given due consideration. The course runs through the year. *Wed.*, at 6.00. Two semester-hour credits. Professor COUTINHO.

## GEORGE WASHINGTON UNIVERSITY

### THE UNIVERSITY COUNCIL

The present members of the University Council are: Isabel Anderson, Litt. D. (Mrs. Larz Anderson); Mr. Frederic Atherton; Joseph S. Auerbach, Litt. D.; Hon. Perry Belmont, A. B., LL. B.; Rev. Douglas P. Birnie, D. D.; Mabel T. Boardman, LL. D.; Rear Admiral Willard Brownson, U. S. N.; Hon. Theodore E. Burton, LL. D.; Mr. Charles I. Corby; Mr. William P. Eno; Mr. Edward H. Everett; Mrs. Gibson Fahnestock; Mrs. Charles M. Foulke; Mrs. James Carroll Frazer; Hon. Frank H. Hitchcock, A. B., LL. M.; Mrs. Archibald Hopkins; Mrs. Julian James; Mr. F. M. Kirby; Rev. James S. Lemon, Ph. D.; Mr. James Parmelee; Mr. William M. Ritter; Mr. Albert Ruddock; Rev. Canon J. Townsend Russell; Mrs. Matthew T. Scott; Miss Nellie P. Sedgley; Miss Mary A. Sharpe; Mary B. Temple, A. B.; Hon. James W. Wadsworth, Jr., LL. D.; Mr. George W. White; Mr. Morris Williams; Rev. Charles Wood, D. D.; Miss Woodhull; the President of the University, Chairman *ex officio*; the Secretary of the University, Secretary *ex officio*.

## ANNOUNCEMENT OF TWO LECTURES

UNDER THE AUSPICES OF THE

### GEORGE WASHINGTON UNIVERSITY

By ALBERT FEUILLERAT, D. es L., Ph. D., Litt. D.

Professor of English Literature, University of Rennes, (France)

The subjects of these lectures will be "The Intellectual Qualities of the French", Monday, March 15, at 11:30 A. M.; "French Imagination and Poetry", Tuesday, March 16, at 4 P. M.

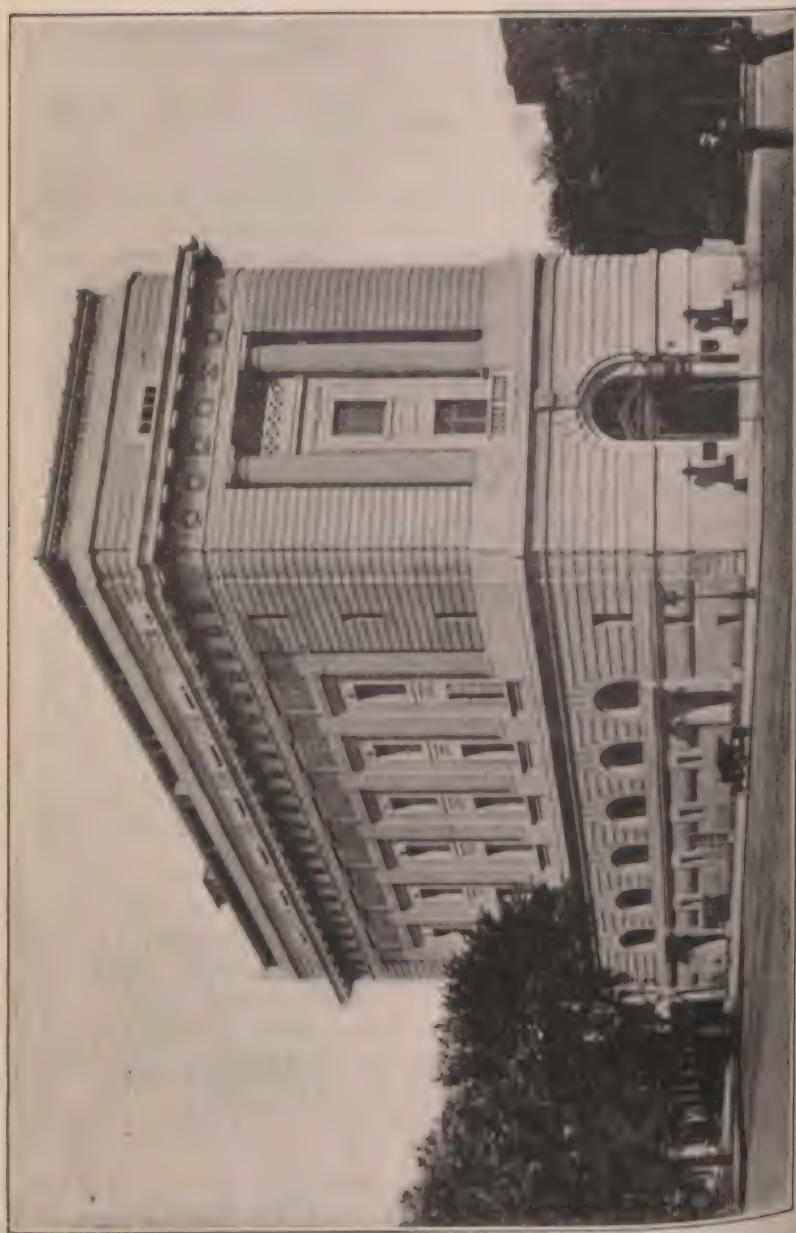
Both lectures will be in English and will be delivered in the Concordia Church, corner of 20th and G Streets N. W., and are open to members of the University and to the public free.

#### BIOGRAPHICAL NOTES OF ALBERT FEUILLERAT.

Born July 16, 1874. First academic training at the Lycée of Toulouse. Studied first, science; then went to London where he made a prolonged stay, studying the English language and literature. On his return to France obtained the Certificate for the teaching of English in Colleges and Lycées (1894). Professor, English, at the Commercial School, Toulouse. Then went to the University of Lyons and obtained the "Agrégation d'Anglais" (August 1899); Professor, English, at the Lycée and at the University of Clermont-Ferrand. In October 1901 went again to England and on his return was appointed to the chair of English Literature at the University of Rennes. Is a doctor of letters (Paris), doctor of philosophy (*honoris causa*) of the University of Louvain; doctor of literature (*honoris causa*) of the University of Manchester. Member of the Council of the University of Rennes; Vice-President of the Shakespeare Association of London, etc. Author of *John Lyly*, of *The Office of the Revels in the Time of Queen Elizabeth*; editor of Wilson's *The Swisser*, of Sir Philip Sidney's *Complete Works*, and of many documents relating to the drama in Tudor and Elizabethan times. Contributor to several English and French periodicals.

Delegate of the French Government to the general Congress of the National Education Association held at Milwaukee in June, 1919. Exchange professor at Yale University for the year 1919-20.





MASONIC TEMPLE, THIRTIETH ST. AND NEW YORK AVE. THE LAW DEPARTMENT OCCUPIES THE FIFTH AND SIXTH FLOORS.

## THE GEORGE WASHINGTON UNIVERSITY LAW SCHOOL

### *Faculty*

William Miller Collier, A.M., LL.D.,	President of the University
Merton Leroy Ferson, A.M., LL.B.,	Dean and Professor of Law
Walter Collins Clephane, LL.M.,	Professor of Law
Edwin Charles Brandenburg, LL.M.,	Professor of Law
Arthur Peter, LL.B.,	Professor of Law
John Paul Earnest, A.M., LL.M.,	Professor of Law
Wendell Phillips Stafford, A.M., LL.D., Litt.D.,	Professor of Law
John Wilmer Latimer, LL.B.,	Professor of Law
William Cabell Van Vleck, A.B., LL.B.,	Professor of Law
Archibald King, A. M., LL., B.,	Assistant Professor of Law
Charles Sager Collier, A.B., LL.B.,	Assistant Professor of Law
Merrill Isaac Schnebly, A.B., J.D.,	Assistant Professor of Law
John Monteith McFall, A.M., LL.B.,	Assistant Professor of Law
Loyd Hall Sutton, S. B., LL.B.,	Assistant Professor of Patent Law
John Hanna, A.M., LL.B.,	Lecturer in Law
Chester McLain, A.B., LL.B.,	Lecturer in Law
Levi Russell Alden, A.M., LL.B.,	Lecturer in Law
William Henry Stayton, LL.M.,	Lecturer in Law
Fred C. O'Connell, LL.M.,	Clerk of the Moot Court

### *Moot Court of Appeals*

Henry Brown Floyd Macfarland,	Chief Justice
Stanton Judkins Peele, LL.D.,	Associate Justice
Brainard Warner Parker, LL.B.,	Associate Justice

### HISTORY

The George Washington (formerly named the Columbian) University Law School was established in 1865 and is the oldest law school in the City of Washington. Its graduates have numbered over 2,800 and include Cabinet Officers, Members of Congress, and many leading lawyers and judges in all parts of the United States.



## A DAY LAW SCHOOL

Nearly all classes are divided into sections, one section meeting in the forenoon and the other section or sections meeting in the afternoon. The forenoon sections meet at nine and ten o'clock and are found peculiarly advantageous to students who devote their entire time to the study of law. The afternoon sections meet at 5:10 and 6 o'clock, and offer a complete law course available to men employed as late as 4:30 o'clock in the afternoon. A limited number of elective subjects are offered in one section meeting from 7:50 to 8:40 in the morning. By this arrangement men employed in government departments which open at nine o'clock have an opportunity of doing part of their class work in the morning. There are no evening classes. The conspicuous advantage of this arrangement of lecture hours is that it enables the student to devote his evenings to uninterrupted study. This is impossible for students attending evening or night law schools.

## THE STUDENT BODY

One chief advantage of the George Washington University Law School is the character of its student body.

Over 30 percent of the students registered in 1918-19 as candidates for degrees were college graduates and 56 per cent had taken the whole or a part of a college course, although college training is not required for admission, and many excellent students come from High Schools. The mental tone, serious purpose, and thorough interest of the students are among the chief advantages of the Law School. Nothing is more helpful to the individual student who may not have had the advantage of a college course than to be so closely associated with men and women who have had such training.

During the last few years women students have been admitted to the law school and have been coming in increasing numbers. The women students in the school this year number 101. The record of these women students compares very favorably with the record of the men students. The small number of failures among women students is very gratifying and should be encouraging to women contemplating the study of law.

The quality of the students and the thoroughness of the work are proved by the success of the graduates in the bar examinations of the District of Columbia. A record

was kept for a number of years showing the average ratio of failures of George Washington Law School graduates to be less than one out of twenty as compared to about eight out of twenty of all candidates.

#### METHOD OF INSTRUCTION

The aim of the Law School is to train its students thoroughly in fundamental legal principles and correct methods of legal study and reasoning, as well as to fit them, as completely as possible, for the actual practice of law.

About three-fourths of the courses offered are concerned primarily with principles at the foundation of the law and are taught principally by the study and discussion of decided cases, assisted by collateral reading and elucidated by free discussion in the class. One chief aim is to develop the student's legal understanding by having him arrive at legal principles by the inductive method. The practice is to analyze the early cases, establishing a principle, and then to trace the course of decisions modifying this down to those showing the present state of the law. The student's work, under this system of instruction, is like that of the practical lawyer in this respect, that he must read, analyze and digest actual cases decided by the highest courts and ablest judges of both England and America. The student is thus more adequately prepared for the actual practical work of the profession. This method of studying law by the use of cases holds the same position in modern legal education that the use of the laboratory and the study of embryology now take in scientific education. It is used here, as for nearly a generation in the leading law schools of the United States, such as Harvard, Columbia, Chicago, Leland Stanford, Cornell, Pennsylvania and most of the great State Universities of the west.

About one-fourth of the subjects offered, such as Pleading, Practice and Evidence, deal primarily with the means and methods of making practical application of the principles taught in other courses. These topics are taught chiefly by the use of text-books, lectures, and the practical work of the Moot Court, which is believed to be unsurpassed in its completeness of organization and efficiency.



## MEMBERSHIP IN ASSOCIATION OF AMERICAN LAW SCHOOLS

The George Washington University Law School, is a charter member of the Association of American Law Schools, organized in 1900, and now composed of 47 leading law schools of the United States, including the law schools of the Universities of Columbia, Harvard, Yale, Pennsylvania, Cornell, Chicago, Wisconsin, Leland Stanford and others.

The object of the Association is the improvement of legal education in America and especially in Law Schools. Law Schools belonging to the Association are required by its Articles of Association to comply with certain fixed standards as to entrance requirements, equipment and quantity and quality of work required for a law degree.

The George Washington University Law School is the only law school in Washington that is a member of the Association of American Law Schools.

## TIME AND SUBJECT CREDIT IN OTHER LAW SCHOOLS

Time and subject credits, and degrees obtained in law schools belonging to the Association of American Law Schools are given special recognition in other law schools and particularly in those which are themselves members of the Association. This is very advantageous to students who desire, or are compelled to finish their law work in places other than the District of Columbia.

## THE FACULTY

The greater part of the instruction is given by lawyers who have offices at the Law School, and who devote their entire time to its work. In this way the student is given constant opportunity for personal conferences and consultation. These members of the faculty teach almost all of the courses in substantive law which deal with the principles and theories at the law's foundation. Courses dealing with the practice of the law are given by lawyers who are engaged in active practice. In adopting this plan the Law School is following the course adopted by many of the leading law schools of the United States.

## THE MOOT COURT

It is the belief of the Faculty that the Law School should, as far as possible, qualify its students for the actual practice of the profession. To best accomplish this end, the Law School has, in addition to its class work, maintained for a number of years a Moot Court in which the student in the third year of his course actually applies and practices the principles of law he has already learned. Three branches of this court (Criminal, Equity and Law) sit each week during the school year in court rooms specially prepared for their use and are presided over by members of the faculty of large experience in actual practice. Students of the third year class are required to prepare for trial and actually try at least three cases during the year. There is also a branch of the Moot Court for the trial of patent law cases which sits each week during the second half year and which is presided over by Prof. Sutton who teaches the various courses in patent law.

These trials are conducted in accordance with settled legal procedure and include impanelling of juries and examination of witnesses together with all other elements of actual court practice in conducting litigation from the beginning to the close.

The Clerk of the Moot Court, who is a deputy clerk of the Supreme Court of the District of Columbia, keeps the dockets and files of the Moot Court at the Clerk's office at the Law School and superintends and instructs students in the issuance of writs, filing of papers and matter of procedure outside the court room.

## SPECIAL PRACTICE COURSES

Thorough courses in Brief-making, Preparation of Legal Instruments, and Legal Tactics and Ethics are offered to supplement the other courses and the work of the Moot Court. These courses give the student special preparation in the use of authorities, the accurate drafting of legal papers of all kinds, and the principles and methods which should govern his conduct as a member of the bar.

## PATENT LAW

Special advantages are offered by the courses in Patent Law and Federal Procedure. No city in the United States affords equal practical advantages for the study of these subjects.



The degree of Master of Patent Law may be obtained by those having the necessary preliminary preparation, who satisfactorily complete the courses required for a Master's degree including Patent Law and Federal Procedure.

#### THE LAW LIBRARY

The Law School has a well selected library of over 10,000 volumes accessible to students from 8:30 A. M. until 10 P. M.

#### DEBATING SOCIETY AND FRATERNITIES

Debating advantages are furnished by the Columbian Debating Society and by intercollegiate debates conducted between the University and other institutions. During the present year intercollegiate debates are being held with Swarthmore, the University of West Virginia, the University of Pittsburgh, and Washington and Jefferson College.

There are local chapters of Delta Sigma Rho, the honor society of men and women who have participated in intercollegiate contests in debate and oratory, Phi Delta Phi, a legal fraternity, and Phi Delta Delta, a women's legal fraternity. There are several general fraternities to which law school students are admitted.

The Harlan Law Club was formed to provide its members an opportunity to co-operate in pursuing their professional study at open meetings of this Club. Cases are argued on agreed statements of fact after the manner of arguments in Appellate Courts. The aim of the Club is to combine legal study with forensic experience.

#### LOCATION

The Law School occupies the entire fifth and sixth floors of the New Masonic Temple. It is thus easily accessible from all parts of the city and by any car line. This is especially advantageous to students who have employment other than their law work. The quarters of the law school contain three large recitation rooms, moot court rooms, the library, two students' rooms, and five offices for members of the faculty. Owing to the large attendance during the current year it is necessary to hold classes each afternoon in the amphitheatre of the Medical Building. A new Law School building is, therefore, a pressing need.

## LAW SCHOOL NEWS

### ATTENDANCE

The Law School this year (1919-20) has the largest enrollment in its history. The gross registration up to February 16th has been 732. There has, of course, been some withdrawals. The net actual enrollment on February 16th was 660. There are 374 students in the first year class. This large enrollment in the first year class was greatly in excess of the number expected and necessitated the organization on short notice of an additional class section. The first year class is now divided into three sections. The quarters of the Law School being inadequate to house this number of students law classes are being held daily in the Medical Building.

While the statistics are not all available it seems probable that not more than one other school in the Association of American Law Schools has a larger attendance this year than has the George Washington University Law School.

The main cause for satisfaction is not this large attendance as an end in itself, but is in what that attendance signifies. It signifies the triumph of a sound and honest educational policy. It shows an appreciation by students of high standards honestly enforced, thorough instruction and a jealous guarding of degrees. Indeed, it appears that these very standards are the strongest attraction we offer to the discriminating student. It is an encouraging sign to the legal profession when young men entering the study of law voluntarily choose a school which holds them up to hard and careful preparation for the bar. It thus appears that expediency as well as our duty to the public and to our students requires strict adherence in the future to these same high standards which our Trustees and Faculty have so harmoniously agreed upon in the past.

### FACULTY NOTES

Prof. Charles S. Collier was absent last year on military leave. He was released from the Army, however, in January, and spent the latter part of the year teaching in the Law School of Cornell University. This year he returned to George Washington Law School.

Prof. Archibald King is still in military service, having recently returned from overseas. He is assigned to duty in the Judge Advocate's Department. Prof. King has attained the rank of Major. Lieut. Col. Walter C. Clep-



hane, who is also a professor of law in this University, is still on duty in the Judge Advocate General's Office, but has been able to carry his teaching work along with that assignment.

Mr. John Hanna, LL.B., Harvard, and Mr. Chester McLain, LL.B., Harvard, have been appointed lecturers in law and have taken up their work here.

#### NEW COURSE IN ADMIRALTY

This year a course in Admiralty is being offered for the first time. The course is in charge of Captain Wm. H. Stayton, and Mr. L. Russell Alden. It is being given at 7:50 on Monday and Tuesday mornings and is being well attended. The following prizes and scholarships are offered to students taking the course:

**THE RUFUS HARDY PRIZE.** A prize in cash, donated by the Baltimore Steamship Company, and known as the Rufus Hardy Prize, will be awarded to the student who attains the highest grade in the course on Admiralty, during the year 1919-20.

**THE JOHN BARTON PAYNE SCHOLARSHIPS AND PRIZE.** Five scholarships, each consisting of free tuition in the course on Admiralty for the year 1919-20, donated anonymously and known as the John Barton Payne Scholarships, will be awarded to five men designated by the Dean of the Law School.

A prize of Fifty Dollars cash, donated anonymously and known as the John Barton Payne Prize will be awarded to that student having a John Barton Payne Scholarship, except the winner of the Rufus Hardy Prize, who attains the highest grade in the course on Admiralty, during the year 1919-20.

#### NEW LAW SCHOOL ORGANIZATIONS

There has recently been organized a Law School Senate, which is made up of three students elected from each class, one alumnus elected by the Alumni Association and the Dean of the Law School. The function of the Senate is to deal with such problems as pertain exclusively to the Law School and the relations between the students and faculty. At the first meeting of the Senate Maj. F. N. Oliver was elected president.

Another recent organization is known as the Harlan Law Club. This club was formed as a study club and for



MERTON LEROY FERSON, A. M., LL. B.  
Dean of The Law School



the trial of moot cases. The president of the Harlan Law Club is Mr. B. C. Harris.

The women students of the Law School have organized a Women's Legal Club to which all women students are eligible. The President of the club is Miss Harriet M. Barbour. The club has held a number of very successful social events and has done much to unite the women of the law school.

### OPPORTUNITY IN THE LEGAL PROFESSION— NECESSITY OF THOROUGH PREPARATION

*By Merton L. Ferson*

Dean, George Washington University Law School.

The profession of law, which always has been alluring to the best minds, is now confronted with duties and opportunities which give it a fascination greater than ever before. We are in the midst of a process of rapid change in the conditions to which the principles of law are applied. The industrial and social changes of our time have been so swift that our rules of law must be adjusted to new conditions never dreamed of when those rules were worked out.

Opportunities never were greater for the capable and well trained lawyer than they are at this time. While this great opportunity exists for the thorough and capable man, the profession has little to offer to the man who has not the ability to rise above mediocrity.

The profession has for many years been crowded, so far as numbers are concerned, and with the post-war rush into the law schools, it seems likely that the profession will still be crowded if we regard mere numbers. To a young man who gives thought to the situation, it must be perfectly obvious that his own interest requires him to prepare carefully if he is entering the profession. To an able man thus prepared, the future should seem bright, but unless he is willing to bear the work and expense of careful preparation, the profession has but little to offer him.

During the civil war legal education suffered a decline and at the close of that war the loss was more than made up. The same thing happened during and has happened since the great war, except that both the slump and the rebound have been more marked in the case of the late war. Whereas law school attendance fell off about 25

per cent during the civil war and at the close of the war rebounded to about 35 per cent over its former level, the decrease in law school attendance during the late war was fully 75 per cent, and while the extent of the rebound cannot at this time be stated, the law school attendance is now very much larger than it ever before was in the course of American legal education, and the percentage of increase over former levels is no doubt greatly in excess of the increases following the civil war.

This situation points to the same moral as that indicated above, namely, one who is not prepared to rise above mediocrity is to be confronted with much competition. A fallacy which often prevails among college students is the idea that high scholarship plays little or no part in making for the success of the student. The careful student is often dubbed a "grind" or a "book-worm" and his efforts disparaged. While it is perfectly true that high scholarship will not by itself insure success and that a knowledge of human nature and general affairs are also elements in determining a student's career, numerous investigations show that the proficient student has a far better chance to succeed than the poor or mediocre student.

It is difficult to agree on a standard which may be called success. However, a study was recently made taking a listing in "Who's Who" as the criterion of success. This study revealed that one out of about 9,000 with common school education attained such listing, that one out of fifteen college graduates attained it, and that one out of two and a half honor students attained it. It would thus appear that the chances of the honor student are about six times better than that of other college graduates and about 4,500 times better than that of the man with only common school education. In the face of these facts, the young man in college should not allow himself to be lured into the belief that merely passing is sufficient.

One beginning the study of Anglo-American law is apt to be appalled by the great volume of legal literature. By reason of the doctrine of judicial precedent, which doctrine makes each decided case a guide to be followed in subsequent decisions, the opinions of the appellate courts are carefully preserved and published.

The consequence is that the literature of the law, always voluminous, becomes more and more appalling as time goes on. Lord Coke lamenting, as he does in the preface of one of his reports, the great volume of the law, exclaims,



"Thus you have fifteen books of treatises and as many volumes of reports." This was in the Seventeenth century. While Lord Coke was disturbed in contemplating the fifteen books of treatises then extant, his disciples of this age must confront a literature where, instead of fifteen books, 15,000 books do not make anything like a complete law library. They must confront a situation where, in the United States alone, 20,000 opinions, containing nearly forty million words, are produced each year by the appellate courts.

This fact also has a moral. It indicates that no man can hope to acquire all the information embodied in legal literature, but that his preparation should consist in assimilating and making his own the great principles which run through this mass of material, and in developing that keen power of discrimination and analysis which goes to make up a legal mind.

The city of Washington offers a unique opportunity for a young man to acquire a legal education and at the same time support himself and pay the expenses of his education. In almost every law school there are men who earn a part or all of their expenses, and it is a matter of common remark that these men are among the very best students. In Washington there are more positions in which men of this sort can earn their livelihood and pursue law study at the same time than in any other place in the United States. The extent to which young men and women of the United States are availing themselves of this opportunity appears when we note that the ratio of law students to population in the District of Columbia is twenty-five times greater than the ratio of law students to population through the United States as a whole. This abnormal ratio is obviously due to the fact that a great number of persons from out of the city come here for their legal education.

Those in charge of legal education should not lose sight of the fact that the public as well as the individual student has an interest in having thorough and careful instruction given. The attorney as an officer of the court is engaged in a public service. The people of the country provide a great and costly machinery for the administration of justice. No bungling lawyer should be permitted to impair the efficiency of that great and costly machinery any more than an incompetent sailor should be permitted to command a public ship.

# George Washington University

## Law School

### CO-EDUCATIONAL

Member of the Association of American Law Schools. Maximum credit by other schools. Instruction by most approved methods by professional teachers and by lawyers in active practice.

### SUMMER SESSION 1920

June 21—August 4

Students may begin the study of law during the Summer Session. Regular students already enrolled may continue their work for the degree supplementing or lightening the work of the regular term. Special students are also admitted, including students in other law schools.

#### Subjects for the Summer Session 1920

Equity, Domestic Relations, Mortgages, Municipal Corporations, Personal Property, Principles of Legal Liability, Quasi-Contracts and Sales.

**Classes 7.50-8.40 a. m. and 5.10-6.50 p. m.**

Students may pursue their work entirely in the late afternoon classes from 5.10 to 6.50, or partly in the afternoon and partly in the early morning classes.

For announcement and other information application should be made to the Secretary of the Law School, New Masonic Temple, Main 4540.



# GEORGE WASHINGTON UNIVERSITY

CHARTERED BY CONGRESS, 1821

Co-Educational in all Departments

WILLIAM MILLER COLLIER, A. M., LL.D., President

## TEACHING STAFF

In many instances members of the Teaching Staff only give part time to the University:

Professors .....	85	
Associate Professors .....	30	
Associates .....	18	
Assistant Professors .....	22	
Lecturers and Instructors .....	87	
Assistants and Demonstrators .....	30	
Total .....		272

## LOCATION OF BUILDINGS

(The friends of the University are requested to keep this Directory for future reference)

### DEPARTMENT OF ARTS AND SCIENCES

SCHOOL OF GRADUATE STUDIES	} LISNER HALL 2019, 2021, 2023 G St. (Telephone West 1649) also 2017, 2025, 2027 G St.
COLUMBIAN COLLEGE	
COLLEGE OF ENGINEERING	
TEACHERS COLLEGE	
LIBRARY	
ASSEMBLY HALL (Chapel)	
MECHANICAL LABORATORY	

### DEPARTMENT OF MEDICINE

MEDICAL SCHOOL	} 1335 H Street Telephone Main 7875
DENTAL SCHOOL	
PHARMACY SCHOOL, 808 I Street	
THE HOSPITAL, 1339 H Street, Telephone Main 5156	
NURSES' HOME, 1016 13th Street, Telephone Franklin 2573	
" " " " " " "	3438

LAW SCHOOL, New Masonic Temple,  
13th and H Sts., Telephone Main 4540

### WOODHULL ADMINISTRATION BUILDING

PRESIDENT'S OFFICE, Telephone West 2127	} 2101 G Street
SECRETARY'S OFFICE, Telephone West 2127	
TREASURER'S OFFICE, Telephone West 332	

FOR CATALOGUES AND OTHER INFORMATION ADDRESS  
THE RECORDER, 2023 G Street, Telephone West 1649

## ENROLLMENT FOR 1919-20

The enrollment for the university year, 1919-20, which began with the opening of the Summer Schools in June, 1919, immediately after the Annual Commencement, is as follows:—

Summer School, Arts and Sciences . . . . .	460	
Summer School, Law . . . . .	207	
Total Summer Schools . . . . .		667

Note:—This exceeds the previous year, Summer Schools, by 280. It is confidently expected that next year's Summer Schools will have an enrollment of at least 800.

Enrollment in the yearly courses which began with the re-opening of the University on September 24th, 1919, has been as follows:—

### Arts and Sciences:

The Graduate School . . . . .	202	
Columbian College . . . . .	1808	
College of Engineering . . . . .	522	
The Teacher's College . . . . .	329	
Total Arts and Sciences . . . . .		2861

Medical School . . . . .	117	
Dental School . . . . .	72	
Pharmacy School . . . . .	12	
Nurses Training School . . . . .	31	
Total for Medical Dept. including nurses . . . . .		232

Law School . . . . .	751	
Total, exclusive of Summer Schools . . . . .		3844

Grand total of Students enrolled between the Commencement of June 18, 1919, and March 8th, 1920, including Summer Schools of June—August, 1919 . . . . .		4511
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Estimated gross enrollment (excluding duplicates) during the previous year, 1918-1919 . . . . .		*3068
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Gain in gross enrollment, present year up to March 8th, 1920, over entire period of previous year . . . . .		1443
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Number of enrolled students on March 8, 1920 . . . . .	**3197	
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Number of enrolled students on March 10, 1919 . . . . .	**1991	
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Gain over last year . . . . .	1206	
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\*This number which includes about one half of the 491 members of The Student Army Training Corps and about one half of the 38 students in the Summer Schools (thus being the number estimated as not having re-enrolled in regular classes) was about 700 more than the largest previous enrollment in any year in the University's history.

\*\*The figures for March, each year are less than the total enrollment for the corresponding year because they do not include: (a) students in summer courses; (b) graduates at the Commencements in October and February; (c) students who have been obliged to give up their courses after enrolling.



THE BOARD OF TRUSTEES OF THE GEORGE WASHINGTON  
UNIVERSITY.

WILLIAM MILLER COLLIER, A. M., LL. D.,  
*President of the University*

1920

\*JOHN JOY EDSON, LL. B., 1324 Sixteenth Street  
WILLIAM JAMES FLATHER, Riggs National Bank  
\*JOHN B. LARNER, LL. B., LL. D., Washington Loan and Trust Bldg.  
ABRAM LISNER, A. M., 1723 Massachusetts Avenue  
HENRY BROWN FLOYD MACFARLAND, 1420 New York Avenue  
WALTER RUFERT TUCKERMAN, A. B., LL. B., 816 Connecticut Avenue  
WILLIAM S. WASHBURN, M. D., 2029 Connecticut Avenue  
HENRY WHITE, LL. D., 1229 Nineteenth Street

1921

\*JOHN T. DOYLE, LL. M., M. Dip., D. C. L., Civil Service Commission  
GEORGE FLEMING MOORE, Sixteenth and S Streets  
GILBERT HOVEY GROSVENOR, A. M., 1328 Eighteenth Street  
\*HARRY CASSELL DAVIS, A. M., L. H. D., 1929 Eighteenth Street  
HENRY CLEVELAND PERKINS, 1701 Connecticut Avenue  
MAXWELL VAN ZANDT WOODHULL, A. M., 2033 G Street  
JOHN BARTON PAYNE, LL. D., 1601 I Street

1922

LOUIS HERTLE, Gunston Hall, Va.  
ARCHIBALD HOPKINS, A. M., LL. B., 1826 Massachusetts Avenue  
THOMAS SNELL HOPKINS, LL. B., Hibbs Building  
\*WILLIAM BRUCE KING, A. M., LL. M., 1822 Wyoming Avenue  
MARTIN AUGUSTINE KNAPP, A. M., LL. D., Southern Building  
CHARLES CARROLL GLOVER, JR., M. A., LL. B., 737 Fifteenth Street  
THOMAS NOTLEY McLAUGHLIN, M. D., 1736 Connecticut Avenue  
\*ERNEST LAWTON THURSTON, C. E., 1414 Madison Street

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\*Nominated by the Alumni.

## AN EXTRACT FROM GEORGE WASHINGTON'S WILL

The establishment of a University in the National Capital was one of the desires most strongly entertained by George Washington. From the moment that the Constitution was adopted until the hour of his death he continually championed the idea, repeatedly bringing the matter to the attention of Congress. In his last will and testament he left a legacy for such an institution if ever created. The provisions of the paragraphs relating to it are of such interest that it is proper to quote them:

"ITEM—Whereas by a law of the Commonwealth of Virginia, enacted in the year 1785, the Legislature thereof was pleased (as an evidence of its approbation of the services I had rendered the public, during the Revolution—and partly, I believe, in consideration of my having suggested the vast advantages which the community would derive from the extension of its Inland navigation, under legislative patronage) to present me with one hundred shares, of one hundred dollars each, in the incorporated company established for the purpose of extending the navigation of James River from tide water to the mountains; and also with fifty shares of one hundred pounds sterling each in the corporation of another company likewise established for the similar purpose of opening the navigation of the River Potomac from tide water to Fort Cumberland: the acceptance of which, although the offer was highly honorable and grateful to my feelings, was refused, as inconsistent with a principle which I had adopted, and had never departed from; namely, not to receive pecuniary compensation for any services I could render my country in its arduous struggle with Great Britain for its rights: and because I had evaded similar propositions from other States in the Union—adding to this refusal however an intimation, that, if it should be the pleasure of the Legislature to permit me to appropriate the said shares to *public uses*, I would receive them on those terms with due sensibility—and this it having consented to in flattering terms, as will appear by a subsequent law and sundry resolutions, in the most ample and honorable manner, I proceed after this recital for the more correct understanding of the case to declare—

"That as it has always been a source of serious regret with me to see the youth of these United States sent to foreign countries for the purpose of education, often before their minds were formed or they had imbibed any adequate ideas of the happiness of their own, contracting too frequently not only habit of dissipation and *extravagance*, but principles unfriendly to Republican Government and to the true and genuine liberties of mankind, which thereafter are rarely overcome. For these reasons it has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas through all parts of this rising Empire, thereby to do away local attachments and state prejudices as far as the nature of things would, or indeed ought to admit, from our national councils—looking anxiously forward to the accomplishment of so desirable an



object as this is (in my estimation), my mind has not been able to contemplate any plan more likely to effect the measure than the establishment of a University in a central part of the United States to which the youth of fortune and talents from all parts thereof might be sent for the completion of their education in all the branches of polite literature in arts and sciences—in acquiring knowledge in the principles of Politics and good Government and (as a matter of infinite importance in my judgment) by associating with each other and forming friendships in Juvenile years, be enabled to free themselves in a proper degree from those local prejudices and habitual jealousies which have just been mentioned and which when carried to excess are never failing sources of disquietude to the Public mind and pregnant of mischievous consequences to this country:—under these impressions so fully dilated,—

"ITEM—I give and bequeath in perpetuity the fifty shares which I hold in the Potomac Company (under the aforesaid Acts of the Legislature of Virginia) towards the endowment of a University to be established within the limits of the District of Columbia, \* \* \*."

Washington's legacy never became effective. Congress, because of varying opinions as to the functions of the national government in matters of education, never acted; and in time the Potomac canal shares themselves became valueless.

The George Washington University seeks, however, to accomplish the ends which were in the mind of the great Washington and to attain that goal which the late Mr. Justice Brewer of the United States Supreme Court, long a Professor in the Law School, so glowingly portrayed in an address at the first Mid-Winter Convocation:

*"On this birthday of the Father of His Country I leave with you this thought: George Washington, the testator; the people of the United States, the Executors; the bequest, a University; its domicile, the District of Columbia; its field of toil, the Republic; the reach of its ever-increasing influence and glory, the boundaries of space and time."*

## HISTORICAL SKETCH OF THE GEORGE WASHINGTON UNIVERSITY

The George Washington University was chartered by Act of Congress February 1, 1821, as the Columbian College in the District of Columbia. The opening of the college took place on January 15, 1822, with an attendance of thirty-nine students. There were at an early date four departments—preparatory, theological, collegiate and law. The theological department was later removed to Newton, Mass., where it now flourishes; and the preparatory branch was abandoned after the building of the local high schools.

The first commencement of Columbian College was held on December 15, 1824. James Monroe, then President of the United States; John Quincy Adams, Secretary of State; John C. Calhoun, Secretary of War; Henry Clay, Speaker of the House of Representatives, and Gen. Lafayette, then visiting the United States, were among the guests

of honor. Postmaster General Meigs was also present as a trustee of the college. A formal address of welcome to Lafayette was made by the President of the College. The records state that "at the conclusion of the commencement exercises these gentlemen dined with the President of the College at his home."

The original campus was a large tract of land near the present Meridian Park, 16th St. and Euclid Ave., opposite the houses now occupied by the Spanish and French Embassies. This tract of land was sold a few years after the Civil War because it was considered "too far out of town," and "because the city would never grow in that direction."

The Medical School was started on March 30, 1825, under the conduct of Dr. Thomas Sewall, as the National Medical College, and was the seventeenth medical school to be opened in the United States. The original faculty consisted of six professors, and the course covered two years of five months each. The present medical building was first used in 1902, and the hospital in 1903. Night classes were abolished in 1908.

At the outbreak of the Civil War the number of students in attendance was greater than at any previous period, but most of them soon left, principally for the South, and shortly afterward the College buildings were occupied by the government for hospital purposes. The College exercises, however, were not suspended. Two years after the Civil War the College had twenty-six instructors and a student body of four hundred and thirty-nine, the largest in its history up to that time.

The Law School had been established originally in 1826, by Hon. Wm. T. Carroll and Mr. Justice Cranch, but was discontinued shortly afterward on account of financial embarrassments, and was not revived until 1865. It is a charter member of the American Association of Law Schools, which consists of forty-six of the most progressive institutions for legal training in the United States. It maintains the highest entrance requirements of any law school in the District of Columbia.

In March, 1874, the name of Columbian College was changed to Columbian University. It was in the year previous that it had sold its properties on College Hill and had taken up a new position on H Street between 13th and 14th. ) *no*

An engineering department was added to the University in 1884 with the establishment of the Corcoran Scientific School. In 1904, with the reorganization of the University, the engineering department became an integral part of the Department of Arts and Sciences and is now called the College of Engineering.

Under Dean Charles Munroe, the School of Graduate Studies was organized in 1893.

The National College of Pharmacy, organized in 1905, was affiliated with the University until the outbreak of the war in 1917. It has now been revived as a part of the Department of Medicine and Dentistry.



The Dental School was founded in 1887 in connection with the Medical School and was housed in the same building.

On September 1, 1904, the name of the institution was changed to The George Washington University.

The Teachers College was founded in 1907 and made a unit of the Department of Arts and Sciences, originally as the Division of Education.

Further financial difficulties in 1910 forced the sale of the properties at 15th and H Streets, and the Law School took up its abode in the Masonic Temple, where it now is. The Medical and Dental Departments remained where they were. The Colleges of the Department of Arts and Science, after a short stay elsewhere, finally took their present location on G Street between 20th and 21st Streets in 1912. This property was at first rented, but was bought in 1913, and the holdings of the University in that locality have been extended from time to time.

All during the history of the University the registration has been steadily growing. It has almost doubled in the last two years. The total enrollment for the present year including Summer Schools has been 4,511.

The financial struggles of our Alma Mater are too varied to enter into here. They have been long and difficult to overcome. The University for many years has paid its own way from students' fees. It has scarcely any endowment. It is unfortunate that, surrounded with advantages as we are, we have not had an endowment of sufficient size to enable us to improve our opportunities, for as President Harper of the University of Chicago is reported to have said, \$1,000,000 would do more for George Washington University than \$5,000,000 given to an institution located elsewhere.

The successive Presidents of the College and University have been: Rev. William Staughton, D. D., 1821-27; Rev. Stephen Chapin, D. D., 1828-41; Rev. Joel Smith Bacon, D. D., 1843-54; Rev. Joseph Getchell Binney, D. D., 1855-58; Rev. George Whitefield Samson, D. D., LL. D., 1859-71; James Clark Welling, LL. D., 1871-94; Rev. Samuel H. Greene, D. D. (now pastor of Calvary Baptist Church, Washington), *ad interim*, 1894-95; Rev. B. L. Whitman, D. D. (ex-president of Colby College, Maine), 1895-1900; Rev. Samuel H. Greene, D. D., *ad interim*, a second time, 1900-02; Charles W. Needham, LL. D., 1902-10; Rear Admiral Charles Herbert Stockton, LL. D., U. S. N., retired, 1910-18; William Miller Collier, A. M., LL. D., former American Minister to Spain, who was elected President of the University in December, 1917, and assumed office September 1, 1918.

Mr. William W. Corcoran, founder of the Corcoran Art Gallery in Washington, was a great benefactor of the University. From 1869 until his death in 1888, he was president of the board of trustees.

John Quincy Adams was the chief financial supporter of the original Columbian College, at one time loaning it \$20,000 and relinquishing \$7,000 of this as a gift.

A PRAYER  
BY  
GEORGE WASHINGTON

*Almighty God: We make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government, and entertain a brotherly affection and love for one another and for their fellow-citizens of the United States at large. And finally that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy and to demean ourselves with that charity, humility and pacific temper of mind which were the characteristics of the Divine Author of our blessed religion without a humble imitation of whose example in these things we can never hope to be a happy nation. Grant our supplication, we beseech Thee, through Jesus Christ, our Lord. Amen.*

\* This prayer is used regularly at "The President's Chapel" of the George Washington University, and voices the aspirations of the University for the fulfillment of civic duties and the promotion of national welfare.



George Washington University  
Washington, D. C.



# SUMMER SCHOOL

Six-week and nine-week courses  
Beginning June 21, 1920

## SUBJECTS OF INSTRUCTION

Art	Household Economics
Chemistry	Law
Economics	Library Science
Education	Mathematics
English	Philosophy
French	Physics
Geography	Political Science
Geology	Psychology
German	Sociology
History	Spanish

The Summer School Bulletin, giving full information, will be  
issued in March

ADDRESS COMMUNICATIONS TO

DIRECTOR SUMMER SCHOOL  
2023 G STREET NORTHWEST  
WASHINGTON, D. C.

VOLUME XVIII

NUMBER 8

# George Washington University Bulletin

REPORT OF THE TREASURER

1918-1919



PUBLISHED BY THE UNIVERSITY  
WASHINGTON, D. C.





# George Washington University Bulletin

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REPORT OF THE TREASURER  
for the year ended August 31, 1919

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Volume XVIII, Number 8  
March, 1919

PUBLISHED BY THE UNIVERSITY MONTHLY FROM  
OCTOBER TO MAY INCLUSIVE

Entered October 6, 1904, at Washington, D. C., as second class matter  
under Act of Congress of July 16, 1894.



THE HISTORY OF THE  
CITY OF BOSTON

FROM THE FIRST SETTLEMENT  
TO THE PRESENT TIME

BY  
JOHN HUTCHINGS

1856

## Report of the Treasurer

November 5, 1919.

### THE BOARD OF TRUSTEES OF GEORGE WASHINGTON UNIVERSITY:

GENTLEMEN: I have the honor to submit herewith a report showing in detail the financial operations of the University for the fiscal year ended August 31, 1919, and exhibiting the condition of Trust Funds, as required by the By-Laws of the University, certified by the American Audit Company of New York.

Trust Funds were received during the year as follows: Endowment Restoration and Accretion Fund \$86.09; Denman Law School Fund \$60.94; Law School Fund \$603.37; Jacques Law School Fund \$126.36; Jacques Medical School Fund \$225.66; Isabel P. Anderson Fund \$1,000.00; Hospital Improvement Fund \$300.00; Law School Building Fund \$1,492.68; General Building Fund \$25.00; 1919 Hundred Thousand Dollar Fund \$3,202.00; Fifty Thousand Dollar Buildings and Grounds Fund \$120.00—Total \$7,242.10. Payments from Executory Trust Funds were made as follows: \$1,500.00 from the Fifty Thousand Dollar Buildings and Grounds Fund to reduce Mortgage on 2017 G Street; \$2,000.00 from the Administration Building Fund to apply on purchase price of 2101 G Street; and \$317.50 from the Isabel P. Anderson Fund, placed to the credit of Filipino students. Total \$3,817.50. The Trust Funds aggregate \$505,197.45, a net increase of \$3,424.60.

Three New Trust Funds were established during the year by authority of the Board of Trustees.

1. "Isabel P. Anderson Fund for Filipino Students," an Executory Trust of \$1,000.00, presented by Mrs. Larz Anderson of Washington, D. C., a member of the University Council, to be used for the education of Filipino students at George Washington University.

2. "Hospital Improvement Fund," an Executory Trust, for the immediate improvement of the sanitary conditions at the University Hospital, pledged by members of the Board of Trustees, in response to a suggestion of General Maxwell Van Zandt Woodhull (this fund will amount to about \$1,300.00 and will be expended early in the year 1919-1920).

3. "1919 Hundred Thousand Dollar Fund," an Executory Trust, authorized in response to a suggestion of President William Miller Collier, to be used for grounds and buildings, or for general purposes.

Educational Property Values were increased during the year by the purchase of the Administration Building, 2101 G Street, \$14,985.56; the purchase of lots E and F, square 102, fronting on Twenty-first Street, \$4,662.78; and betterments at 2023 G Street, \$494.00.

The present value of educational real estate is \$527,584.83, an increase of \$20,142.34.

Equipment costing \$8,072.31 and Library Books costing \$2,208.64 were added during the year. After writing off depreciation of 2% on equipment and 1% on library books, the book values stand as follows: Equipment \$100,374.07, an increase of \$6,477.36; Library books \$46,782.02, an increase of \$1,705.13.

The Mortgage Debt of the University was reduced by the payment of \$1,500.00 on 2017 G Street, and \$396.63 on 1300 L Street—Total reduction \$1,896.63. The mortgage debt at the close of the fiscal year is as follows:

2017 G Street.....	\$5,000.00
2023 G Street.....	7,500.00
1016 13th Street.....	4,500.00
1300 L Street.....	2,995.50
Total.....	\$19,995.50



## REPORT OF THE TREASURER

An Obligation was contracted during the past year in the form of "Notes Payable," through the purchase of the Administration Building, 2101 G Street, with a deferred payment of \$12,000.00. This deferred payment was secured for a few months by a mortgage note, but was subsequently changed to the present form of indebtedness at the request of the holder of the mortgage.

This note of \$12,000.00, together with mortgage notes of \$5,000.00 secured on 2017 G Street, and \$7,500.00 secured on 2023 G Street, in all \$24,500.00, will be paid early in 1919-1920, out of a contribution generously pledged by Mr. Abram Lisner, a member of the Board of Trustees.

Contributions, other than those reported under Trust Funds, were received as follows:

Board of Lady Managers, Hospital.....	\$284.48
Contributed for Hill Lecture Course.....	569.15
Contributed for Flag Fund.....	100.00
Contributed for Prizes.....	160.00

Total..... \$1,113.63

**Property Under Lease** for educational purposes is as follows:

2024 G Street, at \$100.00 a month, expiring October 1, 1921.

Law School, Masonic Temple, at \$250.00 a month, expiring August 31, 1920.

Since the close of the fiscal year 1918-1919, it was found necessary to provide additional space for the Arts and Sciences Department, and a lease was made with the Concordia Church, for eight months expiring June 5, 1919, for the use of the basement room, at \$75.00 a month, the University to supply heat and light for the building during the occupancy.

**Receipts and Disbursements:** The cash receipts in all departments for the year were \$356,161.67, and the cash disbursements were \$367,557.70, a loss of \$11,396.03.

An analysis of the receipts and disbursements by departments follows:

		Gain.	Loss.
Arts and Sciences and General			
Account:			
Receipts.....	\$210,441.27		
Disbursements.....	202,522.40		
		\$7,918.87	
Law:			
Receipts.....	35,073.72		
Disbursements.....	28,026.14		
		7,047.58	
Medical and Dental:			
Receipts.....	37,306.94		
Disbursements.....	48,429.36		
			\$11,122.42
Hospital:			
Receipts.....	73,078.20		
Disbursements.....	88,579.80		
			15,501.60
Medical Surplus:			
Receipts.....	261.54	261.54	
		\$15,227.99	\$26,624.02
			15,227.99
Net Loss.....			\$11,396.03

To partly offset the above loss of \$26,624.02 in the Medical Department, there is available a cash surplus from former years in the Medical Department of \$18,276.85.

# ASSETS AND LIABILITIES

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A Comparative Summary of Assets and Liabilities of the University for the past two years is shown in the following table:

## COMPARATIVE SUMMARY OF ASSETS AND LIABILITIES, 1917-18 AND 1918-19.

	<i>Assets.</i>		<i>Increase.</i>	<i>Decrease.</i>	<i>Net Increase.</i>
	<i>1917-18</i>	<i>1918-19</i>			
Cash, General Funds.....	\$18,192.35	\$6,796.32	.....	\$11,396.03	.....
Cash, Endowment income...	9,912.74	9,950.78	38.04	.....	.....
Trust Funds.....	501,772.85	505,197.45	3,424.60	.....	.....
Plant used for education....	507,442.49	527,584.83	20,142.34	.....	.....
Library books.....	45,076.89	46,782.02	1,705.13	.....	.....
Account receivable.....	6,942.06	12,222.08	5,280.02	.....	.....
Perpetual insurance deposits.	1,406.25	1,406.25	.....	.....	.....
Equipment used for education	93,896.71	100,374.07	6,477.36	.....	.....
Totals.....	\$1,184,642.34	\$1,210,313.80	\$37,067.49	\$11,396.03	\$25,671.46

<i>Liabilities.</i>					
Notes, secured by deeds of trust.....	\$21,892.13	\$19,995.50	.....	\$1,896.63	.....
Notes, unsecured.....	.....	12,000.00	12,000.00	.....	.....
Liability to Endowment Funds.....	352,928.81	352,928.81	.....	.....	.....
Accrued expenses.....	339.81	1,628.67	1,288.86	.....	.....
Student activity funds, held in trust.....	97.75	.....	.....	97.75	.....
Totals.....	\$375,258.50	\$386,552.98	\$13,288.86	\$1,994.38	\$11,294.48
Total Net Resources..	\$809,383.84	\$823,760.82	.....	.....	\$14,376.98

Respectfully submitted,

CHARLES W. HOLMES,  
Treasurer.





## AUDITOR'S REPORT

### Report of the American Audit Company

November 5, 1919.

We have examined the accounts and records of GEORGE WASHINGTON UNIVERSITY for the year ended August 31, 1919, and submit our report, including Exhibits, as follows:

- EXHIBIT "A"—Balance Sheet,  
As at August 31, 1919.
- "B"—General Surplus,  
As at August 31, 1919.
- "C"—Medical Department Surplus,  
As at August 31, 1919.
- "D"—Law School Surplus,  
As at August 31, 1919.
- "E"—Revenue Account,  
For the year ended August 31, 1919.
- "F"—Department of Arts and Sciences,  
For the year ended August 31, 1919.
- "G"—Department of Arts and Sciences Summer School,  
For the year ended August 31, 1919.
- "H"—Law School,  
For the year ended August 31, 1919.
- "I"—Law Summer School,  
For the year ended August 31, 1919.
- "J"—Medical and Dental Schools,  
For the year ended August 31, 1919.
- "K"—University Hospital,  
For the year ended August 31, 1919.
- "L"—Statement of Cash Receipts and Payments,  
For the year ended August 31, 1919.
- "M"—Trust Funds,  
As at August 31, 1919.
- "N"—Endowment Funds Investments,  
As at August 31, 1919.
- "O"—Executory Trust Funds and Investments,  
As at August 31, 1919.
- "P"—Endowment and Executory Trust Funds, Income and  
Expense,  
For the year ended August 31, 1919.



CASH: \$6,796.32.

We counted the cash on hand October 8, 1919, and reconciled the Cash Account with the bank pass books as at August 31, 1919, finding cash in accordance with the balance shown by the books and deposits in banks, as per bank pass books and statements.

ACCOUNTS RECEIVABLE: \$12,222.08.

This amount consists of fees, etc., due for the term 1918-1919, from students in the various departments, and other accounts receivable as follows:

School of Graduate Studies.....	\$297.20	
Columbian College.....	3,073.34	
College of Engineering.....	1,319.01	
Teachers' College.....	306.87	
Summer School.....	1,403.10	
<hr/>		
Total, Department of Arts and Sciences.....		\$6,399.52
Law School.....	1,401.55	
Law Summer School.....	158.00	
<hr/>		1,559.55
Medical School.....	1,470.30	
Dental School.....	309.40	
<hr/>		1,779.70
Accounts due University Hospital from patients for the year 1918-1919.....		975.25
Income from Endowments, available, but not transferred to University account as at August 31, 1919.....		1,508.06
		<hr/>
		\$12,222.08

The balances standing in accounts due at September 1, 1918, remaining unpaid at August 31, 1919, are considered worthless, and were charged against the respective Surplus Accounts.

#### DEPRECIATION:

Depreciation on the Library Books, University Equipment and Hospital Equipment was charged off to the amount of \$2,098.46.

#### NET INCOME:

The Net Income for the year from all departments, exclusive of the University Hospital, was \$20,368.08, as shown by Exhibit "E."

GENERAL SURPLUS: \$293,551.69.

The changes in this account since August 31, 1918, are shown by Exhibit "B."

MEDICAL DEPARTMENT SURPLUS: \$5,880.90.

This includes the surplus of the University Hospital and Medical and Dental Schools at August 31, 1919, as shown by Exhibit "C."

LAW SCHOOL SURPLUS: \$9,180.00.

This account represents the Law School Surplus as at August 31, 1919, as shown by Exhibit "D."

## AUDITOR'S REPORT

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### TRUST FUNDS:

On November 5, 1919, we inspected the securities representing the investments of the Endowment and Executory Trust Funds, in stocks, bonds and notes, as per Exhibits "N" and "O."

We verified the cash balances as at August 31, 1919, representing uninvested principal \$9,707.63, and unexpended income \$9,950.78, of the Endowment and Executory Trust Funds with the bank pass books and statements.

Respectfully submitted,

THE AMERICAN AUDIT COMPANY,

By C. R. CRANMER,  
*Resident Manager.*

Approved:

HARRY M. RICE, *Vice-President.*

Attest:

F. W. LAFRENTZ, *Secretary.*





## GENERAL ACCOUNTS



EXHIBIT "A."  
BALANCE SHEET.  
As at August 31, 1919.

<i>Assets.</i>		<i>Liabilities.</i>	
<i>Cash:</i>		<i>Trust Notes:</i>	
In Bank.....	\$5,671.32	Notes secured by Deeds of Trust on:	
Petty Cash Funds.....	1,125.00	2017 G Street N. W.....	\$5,000.00
		2023 G Street N. W.....	7,500.00
Accounts Receivable:		1016 13th Street N. W.....	4,500.00
Students' Ledger, 1918-1919.....	9,738.77	1300 L Street N. W.....	2,995.50
Hospital Accounts, 1918-1919.....	975.25		
Endowment Income Receivable.....	1,508.06		
		Notes Payable (Current).....	\$19,995.50
<i>Insurance:</i>		Accrued Salaries, Summer School.....	12,000.00
Withdrawal value of Perpetual In-		Interest Payable.....	1,384.37
surance Policies.....	1,406.25	Liability to Endowment Funds:	244.30
		Secured by Deed of Trust dated De-	
<i>Libraries—Books:</i>		cember 1, 1910, on Medical and	
Alumni Catalogues.....	88.00	Hospital Lands and Buildings,	
Arts and Sciences.....	28,150.14	1335, 1339, and 1341 H Street	
Law School.....	17,456.40	N. W.....	321,430.23
Medical School.....	4,744.67	Liability of the University General	
		Property:	
Less Depreciation.....	50,439.21	To Denman Fund.....	7,179.32
	3,657.19	To Specific Endowment Funds In-	
		come which was applied to current	
<i>Equipment:</i>		expenses prior to August 31, 1910.	24,319.26
Arts and Sciences.....	45,644.35		
Law School.....	3,357.56	Surplus:	
Medical School.....	30,745.74	General Exhibit "B".....	293,551.69
University Hospital.....	30,107.22	Medical Department, Exhibit "C".....	5,880.90
		Law, Exhibit "D".....	9,180.00
Less Depreciation.....	109,854.87		308,612.59
	9,480.80		
<i>Real Estate:</i>			
Medical and Hospital Lands and			
Buildings, 1335, 1339 and 1341 H			
Street N. W.....	403,599.93		
2017 G Street N. W.....	18,218.03		
2023 G Street N. W., including three			
	100,374.07		
			\$695,165.57

# GENERAL ACCOUNTS

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lots adjoining Engineering Laboratory Building.

43, 180 73
2025 G Street N. W. ....
8, 164 79
2027 G Street N. W. ....
7, 718 98
2101 G Street N. W. ....
18, 448 42
2105 G Street N. W. (lot) ..
2, 795 17
1016 13th Street and 1300 L Street N. W. ....
20, 796 00
4, 662 78
Lots E and F, Square 102. ....
527, 584 83
<u>\$695, 165 57</u>

\$695, 165 57

## Trust Funds and Investments.

Trust Fund Investments:
Endowment Funds, Exhibit "N", \$452, 882 75
Executory Trust Funds, Exhibit "O", .....
42, 603 07
<u>\$495, 485 82</u>

Trust Funds, Exhibit "M":  
Endowment Funds..... \$453, 250 11  
Executory Funds..... 51, 947 34

\$505, 197 45

Cash on Hand, for Investment, Aug. 31, 1919:

Endowment Funds.....
367 36
Executory Trust Funds.....
9, 340 27
<u>9, 707 63</u>
Accrued Interest.....
4 00
<u>\$505, 197 45</u>

\$505, 197 45

NOTE:

Surplus General Property.....
\$308, 612 59
Trust Funds.....
505, 197 45
Unexpended Trust Funds Income.....
9, 950 78

Total Net Resources.....

\$823, 760 82



EXHIBIT "B."  
GENERAL SURPLUS  
As at August 31, 1919.

Balance September 1, 1918..... \$269,301.53

*Add:*

Transfer from Fifty Thousand Dollar Buildings and Grounds Fund.....	1,500.00
Transfer from Administration Building Fund.....	2,000.00
1917-1918 Fees Charged.....	32.50
Old Accounts Collected.....	62.00
Old Checks unrepresented.....	201.78
Net Income for University for the year ended August 31, 1919, transferred from Revenue Account, Exhibit "E"	20,368.08
	293,465.89

*Less:*

Uncollectible Accounts, 1917-1918 .....	\$1,916.10
1917-1918 Summer School Salaries.....	92.36
1917-1918 Fees Credited.....	232.17
Students' Ledger difference adjusted.....	166.45
Net Income Law School for the year ended August 31, 1919, transferred to Law School Surplus, Exhibit "D".....	8,382.70
	10,789.78
Net Deficit Medical and Dental Schools for the year ended August 31, 1919, transferred to Medical School Surplus, Exhibit "C".....	10,875.58
	85.80
Balance August 31, 1919.....	\$293,551.69

# GENERAL ACCOUNTS

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## EXHIBIT "C." MEDICAL DEPARTMENT SURPLUS

As at August 31, 1919.

Balance September 1, 1918..... \$27,147.62

Add:

1917-1918 Fees Charged.....	10.00
Old Accounts Collected.....	42.75
Old Hospital Accounts Collected.....	23.37
	<u>\$27,223.74</u>

Less:

Uncollectible Accounts:	
Medical and Dental Schools, 1917-1918...	\$207.72
University Hospital, 1917-1918.....	503.64
Fees, 1917-1918.....	73.70
Net Deficit Medical and Dental Schools for the year ended August 31, 1919, Exhibit "J"	10,875.58
Net Deficit University Hospital for the year ended August 31, 1919, Exhibit "K".....	9,682.20
	<u>21,342.84</u>
Balance August 31, 1919.....	<u>\$5,880.90</u>

## EXHIBIT "D." LAW SCHOOL SURPLUS

As at August 31, 1919.

Balance September 1, 1918..... \$1,249.10

Add:

1917-1918 Fees Charged.....	15.00
Net Income Law School for year ended August 31, 1919, Exhibit "H".....	8,382.70
	<u>9,646.80</u>

Less:

Uncollectible Accounts, 1917-1918.....	\$402.81
Fees, 1917-1918.....	44.00
Payment for instruction, 1917.....	19.99
	<u>466.80</u>
Balance August 31, 1919.....	<u>\$9,180.00</u>



## EXHIBIT "E."

## REVENUE ACCOUNT.

For the year ended August 31, 1919.

<i>Expenses.</i>		<i>Income.</i>	
Administration Expenses:		Department of Arts and Sciences:	
Salaries.....	\$15,841.95	Exhibit "F".....	\$11,444.78
Stationery and Printing.....	1,136.85	Law School:	
Telephone.....	244.88	Exhibit "H".....	8,382.70
Advertising.....	570.95	Assessment for General Expenses:	
Postage.....	677.05	Department of Arts and Sciences....	\$18,500.00
Auditing.....	500.00	Dental School.....	1,000.00
Commencement Expenses.....	2,660.67	University Hospital.....	1,500.00
Legal.....	281.82		21,000.00
Rent.....	400.00	Income from Investments:	
Repairs to Administration Building..	445.65	Endowments for General Purposes.....	1,508.06
Heat, Light and Power.....	383.57	Income from Other Sources:	
Miscellaneous.....	890.37	Graduation Fees.....	1,600.10
	\$24,033.76	Bonding Fees.....	12.00
Interest.....	1,206.31	Interest.....	441.27
Taxes.....	384.16	From War Department to reimburse	
Trust Fund Scholarships.....	310.00	the University for estimated loss on	
Debating Council.....	200.00	account of cancellation of Student	
Deficit, Medical and Dental Schools, Exhibit "J" ..	10,875.58	Army Training Corps contract, etc.	12,860.16
Net Income for year ended August 31, 1919, trans-		Miscellaneous.....	128.92
ferred to Surplus Account, Exhibit "B".....	20,368.08		15,042.35
	\$57,377.89		\$57,377.89

## GENERAL ACCOUNTS

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## EXHIBIT "F."

## DEPARTMENT OF ARTS AND SCIENCES

For the year ended August 31, 1919.

*Income.*

Tuition:		
School of Graduate Studies.....	\$6,594.63	
Columbian College.....	55,913.93	
College of Engineering.....	22,186.85	
Teachers College.....	11,173.50	
Student Army Training Corps.....	8,277.04	
		<u>\$104,145.95</u>
Matriculation:		
School of Graduate Studies.....	116.00	
Columbian College.....	1,914.00	
College of Engineering.....	424.00	
Teachers College.....	264.00	
		<u>2,718.00</u>
Laboratory:		
School of Graduate Studies.....	149.63	
Columbian College.....	1,876.15	
College of Engineering.....	1,955.82	
Teachers College.....	90.29	
		<u>4,071.89</u>
Library:		
School of Graduate Studies.....	99.00	
Columbian College.....	380.00	
College of Engineering.....	199.00	
Teachers College.....	151.00	
		<u>829.00</u>
Miscellaneous:		
Contribution for Sigma Kappa Prize.....	10.00	
Contribution for Pi Beta Phi Prize.....	20.00	
Contribution for Chi Omega Prize.....	15.00	
Contribution for Phi Mu Prize.....	15.00	
Rent of Fraternity Rooms.....	525.00	
		<u>585.00</u>
		<u>\$112,349.84</u>



*Expenses.*

Salaries.....	\$60,008.87	
Laboratories.....	4,388.53	
Stationery and Printing.....	1,567.10	
Advertising.....	502.89	
Library.....	100.27	
Sigma Kappa Prize.....	10.00	
Pi Beta Phi Prize.....	20.00	
Chi Omega Prize.....	15.00	
Phi Mu Prize.....	15.00	
Postage.....	143.85	
Telephone.....	275.66	
Depreciation on Equipment.....	912.89	
Depreciation on Library Books....	281.50	
Miscellaneous.....	274.83	
		\$68,514.39
Advertising Scholarships.....	100.00	
University Scholarships.....	2,044.17	
High School Scholarships.....	472.67	
Faculty Scholarships.....	472.50	
Ministerial Aid.....	570.12	
University Aid.....	416.74	
		4,076.20
University Hall:		
Wages.....	5,105.99	
Rent.....	900.00	
Heat and Light.....	2,876.25	
Repairs.....	1,870.64	
Hauling.....	359.50	
Supplies and Expense.....	971.02	
		12,083.40
Transferred to General Fund.....	18,500.00	
		103,173.99
		\$9,175.85
Net Income Department of Arts and Sciences Summer School transferred from Exhibit "G".....		2,268.93
Net Income transferred to Revenue Account, Exhibit "E".....		\$11,444.78

## NOTE:

Library Books were purchased during the year to the amount of \$1,022.51.

## GENERAL ACCOUNTS

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## EXHIBIT "G."

## DEPARTMENT OF ARTS AND SCIENCES SUMMER SCHOOL.

For the year ended August 31, 1919.

*Income.*

Tuition.....	\$11,829.00	
Laboratories.....	595.41	
		<u>\$12,424.41</u>

*Expenses.*

Salaries.....	\$10,126.78	
Advertising.....	25.20	
Miscellaneous.....	3.50	
		<u>\$10,155.48</u>

Net Income transferred to Department of Arts and Sciences,		
Exhibit "F".....		<u><u>\$2,268.93</u></u>



## EXHIBIT "H."

## LAW SCHOOL.

For the year ended August 31, 1919.

*Income.*

Tuition.....	\$28,494.39	
Tuition, Student Army Training Corps.....	2,176.97	
Matriculation.....	1,070.00	
Library.....	389.00	
Contribution for Phi Delta Phi Prize.....	50.00	
Contribution for Herrick Prize.....	25.00	
Contribution for Ellsworth Prize.....	25.00	
		<u>\$32,230.36</u>

*Expenses.*

Salaries.....	\$18,444.00	
Library.....	6.27	
Stationery and Printing.....	592.71	
Telephone.....	123.18	
Postage.....	84.50	
Advertising.....	630.80	
Phi Delta Phi Prize.....	25.00	
Herrick Prize.....	25.00	
Ellsworth Prize.....	25.00	
Depreciation on Equipment.....	67.15	
Depreciation on Library Books.....	174.56	
Miscellaneous.....	308.35	
		<u>\$20,506.52</u>
Law Hall:		
Wages.....	650.00	
Rent.....	3,000.00	
Light.....	190.28	
Repairs to Equipment.....	74.50	
Supplies and Expense.....	15.84	
		<u>3,930.62</u>
		<u>\$24,437.14</u>

Net Income Law Summer School transferred from Exhibit "I" 7,793.22

Net Income transferred to Revenue Account, Exhibit "E" \$8,382.70

## NOTE:

Library Books were purchased during the year to the amount of \$992.75.

## EXHIBIT "I."

## LAW SUMMER SCHOOL.

For the year ended August 31, 1919.

*Income.*

Tuition.....	\$3,661.00
--------------	------------

*Expenses.*

Salaries.....	\$3,002.02	
Advertising.....	48.60	
Miscellaneous.....	20.90	
		<u>\$3,071.52</u>

Net Income transferred to Law School, Exhibit "H" \$589.48

# GENERAL ACCOUNTS

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## EXHIBIT "J." MEDICAL AND DENTAL SCHOOLS.

For the year ended August 31, 1919.

### Income.

Medical School:	
Tuition.....	\$13,556.73
Tuition, Student Army Training Corps.....	2,277.84
Matriculation.....	158.00
Laboratory.....	754.41
Library.....	117.00
Rent of Microscopes.....	150.00
Miscellaneous.....	407.27
	<u>\$17,421.25</u>

Dental School:	
Tuition.....	11,292.87
Tuition, Student Army Training Corps.....	2,258.20
Matriculation.....	365.00
Infirmary.....	6,336.72
Miscellaneous.....	780.76
	<u>21,033.55</u>

\$38,454.80

### Expenses.

Salaries.....	\$29,694.88
Laboratory.....	2,780.17
Infirmary.....	4,768.05
Stationery and Printing.....	974.14
Advertising.....	142.65
Telephone.....	282.34
Postage.....	89.00
Travelling Expense.....	480.52
Insurance.....	170.30
Depreciation on Equipment.....	614.91
Depreciation on Library Books.....	47.45
Miscellaneous.....	764.56
	<u>\$40,808.97</u>

Medical Hall:	
Wages.....	2,132.21
Heat and Light.....	3,680.61
Hauling.....	142.00
Repairs.....	902.39
Supplies and Expense.....	664.20
	<u>7,521.41</u>
Transferred to General Funds from Dental School	<u>1,000.00</u>
	<u>\$49,330.38</u>

Net Deficit Medical and Dental Schools transferred to Revenue Account, Exhibit "E".....	<u>\$10,875.58</u>
---	--------------------

NOTE:  
Library Books were purchased during the year to the amount of \$105.38.



## EXHIBIT "K."

## UNIVERSITY HOSPITAL.

For the year ended August 31, 1919.

*Income.*

Pay Patients:	
Collected.....	\$72,560.36
Uncollected.....	975.25
Board of Lady Managers.....	284.48
	<hr/>
	\$73,820.09

*Expenses.*

Salaries.....	\$23,372.06
Table Supplies.....	29,730.91
Medical and Surgical Supplies.....	9,814.45
Electricity and Gas.....	2,681.85
Fuel.....	3,281.65
Laundry.....	2,331.44
Repairs.....	3,392.07
Miscellaneous Supplies.....	2,643.66
Ice.....	1,327.78
Telephone.....	447.04
Stationery and Printing.....	886.96
Insurance.....	267.50
Interest.....	450.87
Hauling.....	193.50
Miscellaneous.....	1,180.55
Transferred to General Funds.....	1,500.00
	<hr/>
	\$83,502.29
Net Deficit transferred to Medical Department Surplus, Exhibit "C".....	<hr/>
	\$9,682.20

# GENERAL ACCOUNTS

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## EXHIBIT "L," STATEMENT OF CASH RECEIPTS AND PAYMENTS. For the year ended August 31, 1918.

(Prepared by the Treasurer from the statement of the American Audit Company to show receipts and payments by Departments.)

Receipts.	Arts and Sciences and Administra- tion.	Law.	Medical and Dental.	Hospital.	Medical Surplus.	Total.
Receipts from Students:						
Graduate Studies.....	\$6,585.00					\$6,585.00
Columbian College.....	54,007.36					54,007.36
Engineering.....	23,212.25					23,212.25
Teachers College.....	10,584.13					10,584.13
S. A. T. C., A. and S.....	9,482.57					9,482.57
Law:						
Regular.....	\$28,597.94					
S. A. T. C.....	2,309.57	\$30,907.51				30,907.51
Medical:						
Regular.....	\$13,295.65					
S. A. T. C.....	2,368.22		\$15,063.87			15,063.87
Dental:						
Regular.....	\$12,350.21					
S. A. T. C.....	2,402.08					
Graduation Fees.....			14,752.29			14,752.29
Summer School.....		290.00	420.00			1,584.00
Pay Patients.....	874.00					14,466.50
	10,920.50	3,546.00		\$73,078.20		73,078.20
Dental Infirmary.....			6,330.78			6,330.78



EXHIBIT "L"—Continued.  
STATEMENT OF CASH RECEIPTS AND PAYMENTS  
For the year ended August 31, 1919

Receipts.	Arts and Sciences and Administration.	Law.	Medical and Dental.	Hospital.	Medical Surplus.	Total.
Contributions:						
Flag Fund.....		100.00				260.00
Prizes.....	160.00	281.50			\$261.54	2,255.40
Student Fees, 1917-1918.....	1,712.36					1,439.64
Fraternity room rent.....	525.00					140.00
Endowment Income transfer.....	1,439.64		140.00			37,000.00
Special examinations.....						441.27
Notes Payable.....	37,000.00					
Bank balance interest.....	441.27					
S. A. T. C. Administration, Subsistence, Quarters, etc.....	51,414.95					51,414.95
Hill Lecture Course:						
Contributions.....						
Expended.....	60.00	48.71				60.00
Miscellaneous.....	1,922.24					1,970.95
Total receipts.....	\$210,341.27	\$35,173.72	\$37,306.94	\$73,078.20	\$261.54	\$356,161.67
Cash balances September 1, 1918.....					18,015.31	17,067.35
Cash overdraft September 1, 1918.....	947.96					
	\$209,393.31	\$35,173.72	\$37,306.94	\$73,078.20	\$18,276.85	\$373,229.02

# GENERAL ACCOUNTS

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Payments.	Arts and Sciences and Administration.	Law.	Medical and Dental.	Hospital.	Medical Surplus.	Total.
Expenses:						
Regular Departmental.....	\$67,200.69	\$20,227.95	\$34,584.38	\$82,154.22		\$204,257.24
Summer School.....	11,121.04	2,881.28				14,002.32
Dental Infirmary Supplies.....			4,744.05			4,744.05
Refunds to Students.....		136.00	743.50			2,505.77
Maintenance of Buildings.....	11,891.93	3,658.12	7,463.11			23,013.16
General Expense.....	20,689.09			210.10		20,896.19
Library Books.....	1,022.51	992.75	105.38			2,120.64
Advertising, Administration.....	327.43					327.43
Postage, Administration.....	542.12					542.12
Interest, Administration.....	1,042.29					1,042.29
Commemoration expenses.....	2,660.67					2,660.67
Equipment.....	957.84	110.05	788.94	6,215.48		8,072.31
Stationery and Printing, Administration.....	1,236.85					1,236.85
Real Estate, 2023 G Street.....	494.00					494.00
Real Estate, 2101 G Street.....	985.56					985.56
Real Estate, 2101 G Street.....	4,662.78					4,662.78
Real Estate, Lots E and F, Square 102.....	12,000.00					12,000.00
Trust Notes, 2101 G Street.....	360.00					360.00
Equitable Cooperative Building Association.....	200.00					200.00
Debating Council.....	25,000.00					25,000.00
Notes Payable.....	38,414.33					38,414.33
S. A. T. C., Subsistence, quarters, etc.....		19.99				19.99
Law School Surplus:						
Salaries, 1918 Summer Session.....						
	\$202,522.40	\$28,026.14	\$48,429.36	\$88,579.80		\$367,557.70
Total payments.....			11,122.42	15,501.60		
Cash overdrafts August 31, 1919.....					\$18,276.85	5,671.32
Cash balances August 31, 1919.....	6,870.91	7,147.58				
	\$209,393.31	\$35,173.72	\$37,306.94	\$73,078.20	\$18,276.85	\$373,229.02





## TRUST ACCOUNTS



## REPORT OF THE TREASURER

## EXHIBIT "M."

## TRUST FUNDS.

As at August 31, 1919.

## GENERAL ENDOWMENT FUNDS.

Permanent funds, principal to be invested and income only to be used, for support of the general work of the University.

*Subscription Gifts Endowment Fund, 1845-1851:*

Fund raised by authority of the Trustees of Columbian College by general subscription between the years 1845 and 1851, as a permanent endowment for the support of the College. (Formerly called the Poindexter Endowment Fund.)..... \$12,525.56

*Withers Endowment Fund:*

Fund raised by authority of the Trustees of Columbian College between the years 1851 and 1870, for increasing the endowment fund of the College; John Withers of Alexandria, Virginia, giving \$16,100, and the balance being obtained by general subscription. (Formerly called the Forty Thousand Dollar Endowment Fund.)... 26,891.46

*Corcoran Endowment Fund:*

Fund raised by authority of the Trustees of Columbian College and Columbian University between the years 1871 and 1886, to be forever held inalienable, and not to be diminished by use for the support of the institution, but the whole amount to be invested, in the discretion of the Trustees and according to their best judgment, and the interest thereon, or the income therefrom to be used for the current expenses and support of the institution; William W. Corcoran, of Washington, D. C., giving \$112,000, and the balance being obtained by general subscription (\$189,048.75 of this fund invested in Deed of Trust on Medical and Hospital Lands and Buildings)..... 217,864.92

*Syms Endowment Fund:*

Bequest of Samuel Robert Syms, of West Hoboken, New Jersey, in 1891, to Columbian University, to be applied by the Trustees towards the endowment of the College proper..... 1,500.00

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\$258,781.94

## PROFESSORSHIP ENDOWMENT FUNDS.

Permanent funds, principal to be invested and income only to be used, for support of professorships as specified by the donors.

*Congressional Professorship Endowment Fund:*

Donation by the United States, in 1832, by Act of Congress, of \$25,000 in city lots in Washington, D. C., to be sold and the proceeds invested as a capital, the dividends or interest to be used and applied, in aid of other revenues of Columbian College, to the establishment and endowment of such professorships therein "as now are, or hereafter shall be, established by the Trustees;" (appropriated to the extent of \$6,295.77 by vote of the Board of Trustees to the support of the Professorship of English)..... \$91,711.93

*Elton Professorship Fund:*

Bequest of Rev. Romeo Elton, of Exeter, England, in 1872, to be applied for the foundation of a professorship of mental and moral philosophy in Columbian College, to be called the Elton Professorship of Mental and Moral Philosophy..... 14,508.19

*Alumni Professorship Fund:*

Gifts of various alumni since 1911, for the endowment of an Alumni Professorship of Mathematics, the amount to be invested and the interest only to be used for the professorship..... 829.49

\$107,049.61

## SPECIFIC ENDOWMENT FUNDS.

Permanent funds, principal to be invested and income only to be used, for designated purposes specified by the donors (other than support of professorships) incidental to, or connected with, the general work of the University.

*Scholarship Funds:**Walker Scholarship Fund:*

Gift of William Walker, of Putnam County, Georgia, in 1824, for the endowment of a scholarship..... \$2,500.00

*Withington Scholarship Fund:*

Gift of the Board of Trustees of the New York Baptist Theological Seminary, on behalf of John Withington of New York, in 1829, for the purpose of endowing a scholarship in Columbian College, to be named the Withington Scholarship..... 1,953.13

*Morehouse Scholarship Fund:*

Gift of A. Morehouse, of Washington, D. C., in 1861, to Columbian College, with the design of adding to its ability to furnish gratuitous instruction to indigent students for the Christian ministry..... 1,500.00

*Kendall Scholarship Fund:*

Gift of Amos Kendall, of Washington, D. C., in 1869, to Columbian College on behalf of Calvary Baptist Church in the City of Washington, to purchase a classical scholarship; the Trustees of Public Schools in the City of Washington, and their successors, to have the perpetual privilege of selecting from said schools one pupil annually to fill said scholarship, and the pupils so selected each to be entitled to instruction in said College, for the term of six years, free of charge for tuition, use of library, and apparatus, or for any other privilege allowed to paying students of the same grade..... 5,959.61

*Davis Scholarship Fund:*

Gift of Isaac Davis, of Worcester, Massachusetts, in 1869, the income to be appropriated to some student pursuing his collegiate course in Columbian College under certain conditions..... 1,000.00

*M. M. Carter Scholarship Fund:*

Gift of Mrs. Maria M. Carter, of Washington, D. C., in 1871, to Columbian College, to found a scholarship for some deserving young man..... 1,000.00



*Farnham Scholarship Fund:*

Gift of Mrs. Robert Farnham, of Washington, D. C.,  
in 1871, to Columbian College for a scholarship in the  
College..... 1,000.00

*Powell Scholarship Fund:*

Devise of real estate by Rear Admiral Levin M. Powell,  
of Washington, D. C., in 1886, to Columbian Univer-  
sity for the free education of young men by way of  
preparation for entrance into the Naval Academy at  
Annapolis, or to fit them to become mates and masters  
in the Merchant Marine Service of the United States... 18,923.00

*Mary Lowell Stone Scholarship Fund:*

Gift of an anonymous person in memory of Miss Mary  
Lowell Stone, in 1893, to Columbian University for  
scholarships for needy women students in science in  
the Department of Arts and Sciences..... 2,000.00

*H. H. Carter Scholarship Fund:*

Gift of Mrs. Maria M. Carter, of Washington, D. C., in  
1896, in memory of her husband, Henry Harding  
Carter, to Columbian University, as a foundation for  
scholarships in civil engineering in Columbian College.. 5,000.00

*Nellie Maynard Knapp Scholarship Fund:*

Gift of the Columbian Women, in 1915, in memory of  
Mrs. Nellie Maynard Knapp, to George Washington  
University, for scholarships for women in the Depart-  
ment of Arts and Sciences..... 3,000.00

\$43,835.74

**Medical School and Hospital Funds:***Cooper Medical Research Fund:*

Bequest of Mrs. Eleanor J. Cooper, of Washington,  
D. C., in 1905, to Columbian University on certain  
terms since modified by the Supreme Court of D. C.  
as follows: The income to be devoted towards the  
establishment and maintenance, in connection with the  
Medical Department of George Washington Univer-  
sity, of a Research Laboratory, the work of this  
laboratory to be devoted to the investigation of the  
nature, causation, prevention, and cure of malaria  
and other infectious and contagious diseases..... 10,000.00

*National Park Seminary Hospital Endowment Fund:*

Gift of students of National Park Seminary, of Forest  
Glen, Maryland, in 1906, to George Washington  
University, for the endowment of a bed in the Uni-  
versity Hospital..... 500.00

*Woodbury Hospital Endowment Fund:*

Bequest of Miss Ellen deQ. Woodbury, of Washington,  
D. C., in 1909, to George Washington University, for  
the reception and treatment of female patients in  
the hospital belonging to or connected with the Uni-  
versity..... 9,583.33

*Chapman Hospital Endowment Fund:*

Bequest of Mrs. Susanna A. Chapman, of Washing-  
ton, D. C., in 1911, to George Washington Univer-  
sity, to be used for the purposes of the free wards  
of its University Hospital..... 1,350.90

*Tree Hospital Endowment Fund:*

Bequest of Lambert M. Tree, of Chicago, Illinois, in 1911, in memory of his mother, Mrs. Laura M. Tree, to Columbian University, for the purpose of establishing one or more beds in perpetuity in the University Hospital to be known as the "Laura M. Tree bed or beds".....	10,000.00
	<u>\$31,434.23</u>

## Prize Funds:

*Davis Prize Fund:*

Gift of Isaac Davis, of Worcester, Massachusetts, in 1847, to Columbian College, for prizes to be awarded annually to such members of the senior class as shall have made the greatest progress in elocution since their connection with the College.....	700.00
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*Ruggles Prize Fund:*

Gift of William Ruggles, of Washington, D. C. (a professor in Columbian College and at one time Acting President), in 1859, to Columbian College, for a prize to be awarded annually for excellence in mathematics.....	500.00
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*Staughton-Elton Prize Fund:*

Gift of Rev. Romeo Elton, of Exeter, England, in 1860 and 1865, to Columbian College, for prizes to be awarded annually for excellence in the Latin and Greek languages; one to be called the Staughton prize in Latin, the other the Elton prize in Greek.....	500.00
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*Fitch Prize Fund:*

Gift of James E. Fitch, of Washington, D. C., in 1883, to Columbian University in memory of Willie E. Fitch, for a gold prize medal to be assigned annually under the auspices of the Scientific School...	1,000.00
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*Walsh Prize Fund:*

Gift of Thomas F. Walsh, of Washington, D. C. in 1901, to Columbian University, for a gold medal to be awarded annually for excellence in Irish history....	300.00
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*Cutter Prize Fund:*

Gift of Marion Kendall Cutter, of Washington, D. C., in 1902, to Columbian University, in memory of E. K. Cutter, for a prize to be awarded annually for excellence in the study of English.....	1,000.00
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*Hubbard Prize Fund:*

Gift of Mrs. Gertrude M. Hubbard, of Washington, D. C., in 1907, to George Washington University in memory of her husband, Gardiner G. Hubbard, for a prize to be awarded annually to the student in the undergraduate department of the University who, having maintained throughout four years a high standing in the classes of American history, may be required to present the best essay upon an assigned topic in this subject.....	1,000.00
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*Ordronaux Prize Fund:*

Bequest of John Ordronaux, of Glen Head, N. Y., in 1909, to George Washington University, for the establishment of biennial prizes in the Law and Medical Departments..... 4,762.50

*Sterrett Prize Fund:*

Gift of Rev. J. Macbride Sterrett, in 1911, to George Washington University, in memory of his son, J. Macbride Sterrett, Jr., for a gold medal to be awarded annually to the student obtaining highest average in physics..... 200.00

\$9,962.50

## ENDOWMENT RESTORATION FUND.

Non-permanent fund, principal and income usable for the purposes specified.

*Endowment Restoration and Accretion Fund:*

A fund created by the Board of Trustees, October 10, 1917, without limitation of time or amount, to provide means for the restoration of principal of Endowment Funds used for current expenses prior to August 31, 1910. After such restoration has been effected from the fund or from any other source, the fund to be called General Endowment Accretion Fund, open and perpetual, the income only to be used for University purposes..... \$2,186.09

*Summary.*

General Endowment Funds..... \$258,781.94  
Professorship Endowment Funds..... 107,049.61

## Specific Endowment Funds:

Scholarship Funds..... \$43,835.74  
Medical School and Hospital Funds..... 31,434.23  
Prize Funds..... 9,962.50

85,232.47

Endowment, Restoration and Accretion Fund..... 2,186.09

453,250.11

## TRUST ACCOUNTS

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EXHIBIT "N."  
ENDOWMENT FUNDS INVESTMENTS.

As at August 31, 1919.

## STOCKS.

American Telephone and Telegraph Co.:	\$708.00
6 shares of stock.....	
Chicago, Rock Island and Pacific Railway Co.:	4,000.00
40 shares of 7 per cent Preferred Stock.....	

## BONDS.

Chicago, Rock Island and Pacific Railway Co.:	
\$24,000 4 per cent First and Refunding Mortgage Bonds,	20,959.17
due 1934.....	
*Chicago, Rock Island and Pacific Railway Co.:	8,094.72
\$10,000 4 per cent Collateral Trust Bonds, due 2002.....	
Virginia Railway Co.:	
\$300 5 per cent First Mortgage Gold Bonds, Series "A,"	297.38
due 1962.....	
Washington Railway and Electric Co.:	
\$4,500 4 per cent Consolidated Mortgage Gold Bonds,	3,631.25
due 1951.....	
Potomac Electric Power Co.:	
\$15,000 5 per cent Consolidated Mortgage Gold Coupon	15,025.00
Bonds, due 1936.....	
City of New Brunswick, New Jersey:	3,000.00
\$3,000 4 per cent Sinking Fund Bonds, due 1922.....	
City of Medford, Massachusetts:	3,000.00
\$3,000 4 per cent Sewerage Loan Bonds, due 1924.....	2,000.00
Liberty Loan Bonds—Second Series.....	6,300.00
Liberty Loan Bonds—Third Series.....	1,300.00
Liberty Loan Bonds—Fourth Series.....	

## TRUST NOTES.

Thomas R. Marshall Note:	
Secured by deed of trust on part of lot 5, square 253,	
and lot 70, block 30, in Columbia Heights; interest	5,000.00
5½ per cent; due May 5, 1922.....	
Washington Sanitary Improvement Company Notes:	
Secured by deed of trust on lots in squares 509, 552, 615,	11,000.00
617 and 674; interest 5 per cent; due June 9, 1920....	
Agnes Plunkett Notes:	
Secured by deed of trust on part of lot 12, square 11, in	
Meridian Hill; interest 6 per cent; due February 4,	200.00
1923.....	
Arthur T. Ramsey and Judith L. Steele Notes:	
Secured by deed of trust on lots 21, 22, 23 and part of	
lot 9, block 32, Columbia Heights; interest 6 per cent;	3,000.00
due March 20, 1923.....	
Interest in \$350,000.00 note payable to Washington Loan and	
Trust Co., Fiscal Agent of George Washington University,	
Trustee of Endowment Funds, secured by deed of trust,	
executed by the University to National Savings and Trust	
Company, Trustee, December 1, 1910, on Medical and	
Hospital Lands and Buildings, 1335, 1339 and 1341 H	
Street N. W.; without interest; due on or before De-	323,430.23
cember 1, 1920.....	

\* To secure these bonds the University has received 100 shares of Chicago, Rock Island and Pacific Railway Co. common stock.



## REAL ESTATE.

## Congressional Endowment:

Lot 8, square 13.....	\$2,565.00
Lot 10, square 13.....	2,218.00
Lot 12, square 13.....	4,588.00
Lot 13, square 13.....	3,924.00
Lot 9, square 16.....	2,224.00
Lot 8, square 23.....	3,055.00
Lot 2, square west of 23.....	1,069.00
Lot 5, square 87.....	1,896.00

21,539.00

Powell Endowment, 1707 I Street N. W.....

18,923.00

Chapman Endowment, Hyattsville.....

125.00

Corcoran Endowment, sub-lot 148, square 672.....

1,350.00

452,882.75

## SUMMARY.

Stocks.....	\$4,708.00
Bonds.....	63,607.52
Trust Notes.....	342,630.23
Real Estate.....	41,937.00

452,882.75

Cash on hand for Investment, August 31, 1919, Exhibit "A".

367.36

Total Endowment Funds, Exhibit "M".....

453,250.11

## EXHIBIT "O."

## EXECUTORY TRUST FUNDS AND INVESTMENTS.

Non-permanent funds, principal and income usable for the purpose specified by the donors, each trust terminating on its execution.

	Principal of Fund.	Investment of Fund.
<b>Executory Trust Funds not Confined to Building Purposes:</b>		
<i>Denman Law School Fund:</i>		
Bequest of Hampton Y. Denman, of Washington, D. C., in 1904, to Columbian University, for the use and benefit of the Law Department.....	\$8,843.45	
Interest in General Property of the University.....		\$7,179.32
<i>Rita Weller Note:</i>		
Secured by deed of trust on lots 16 to 34 and 36 to 44, square 849; interest 6 per cent; due October 25, 1921.....		1,000.00
Liberty Loan Bonds—Fourth Series.....		600.00
Cash.....		64.13
<i>Law School Fund:</i>		
Amounts set aside by the Trustees of the University since 1911 for the benefit of the Law School.....	15,897.80	
Liberty Loan, First, Converted, \$13,650.00 4 per cent bonds.....		13,650.00
Liberty Loan Bonds—Fourth Series.....		300.00
Cash.....		1,947.80
<i>Jacques Law School Fund:</i>		
Bequest of Mrs. Mary Emma Jacques, of Washington, D. C., in 1912, to George Washington University, to be used in such manner as the Trustees may direct for the Law School.....	4,667.38	
<i>Rita Weller Notes:</i>		
Secured by deed of trust on lots 16 to 34 and 36 to 44, square 849, interest 6 per cent; due October 25, 1921.....		4,000.00
Liberty Loan Bonds—Fourth Series.....		500.00
Cash.....		167.38
<i>Jacques Medical School Fund:</i>		
Bequest of Mrs. Mary Emma Jacques, of Washington, D. C., in 1912, to George Washington University, to be used in such manner as the Trustees may direct for the Hospital of the University.....	4,766.69	
<i>U. S. Steel Corporation:</i>		
\$3,000.00 5 per cent Sinking Fund Gold Coupon Bonds, due 1963.....		3,060.00
<i>Metropolitan Railroad Co.:</i>		
\$1,000.00 5 per cent First Mortgage Gold Bond, due 1925.....		1,070.00
Liberty Loan Bonds—Fourth Series.....		400.00
Cash.....		236.69



	Principal of Fund.	Investment of Fund.
<i>Mayer Hospital Fund:</i>		
Bequest of Theodore J. Mayer, of Washington, D. C., in 1907 (received in 1916), to George Washington University, for the benefit of the University Hospital...	3,678.95	
Potomac Electric Power Co.:		
\$2,000.00 5 per cent Consolidated Mortgage Gold Coupon Bonds, due 1936...		2,028.75
Washington Gas Light Co.:		
\$1,000.00 5 per cent General Mortgage Gold Bond, due 1960.....		1,105.00
Liberty Loan Bonds—Fourth Series.....		500.00
Cash.....		45.20
<i>Isabel P. Anderson Fund for Filipino Students:</i>		
A fund of \$1,000.00 contributed by Mrs. Larz Anderson for scholarships in George Washington University to Filipino Students.....	682.50	682.50
Cash unexpended.....		
<i>Hospital Improvement Fund:</i>		
A fund contributed by the Trustees of the University for the improvement of the sanitary conditions at the University Hospital.....	300.00	300.00
Cash unexpended.....		
	<u>\$38,836.77</u>	<u>\$38,836.77</u>

**Building Funds:***Law School Building Fund:*

Gifts of various persons towards a fund authorized by the Trustees of the University May 31, 1916, for purchasing a site and erecting a Law School building..	\$8,670.15	
Accrued Interest on \$300.00 Second Liberty Loan.....		\$4.00
Washington Railway and Electric Co.:		
\$1,000.00 4 per cent Consolidated Mortgage Gold Bond, due 1951.....		860.00
Liberty Loan, Second:		
\$5,400.00 4 per cent bonds.....		5,400.00
Liberty Loan, Third:		
\$50.00 4½ per cent bonds.....		50.00
Liberty Loan Bonds—Fourth Series.....		800.00
Cash.....		1,556.15

*General Building Fund:*

Gifts of various persons towards a fund authorized by the Trustees of the University May 31, 1916, for purchasing sites, buildings and equipment, remodelling or rebuilding, and paying off obligations. This is an open subscription fund, to be continued and increased indefinitely....	678.42	100.00
Liberty Loan Bonds—Fourth Series.....		578.42
Cash.....		

# TRUST ACCOUNTS

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	Principal of Fund.	Investment of Fund.
<i>Fifty Thousand Dollar Building and Grounds Fund:</i>		
Gifts of various persons towards a fund authorized by the Trustees of the University for purchasing sites and buildings, remodelling or rebuilding, and paying off obligations.....	285.00	285.00
Cash.....		
<i>Mechanical Engineering Laboratory Building Fund:</i>		
Gifts of various persons towards a fund authorized by the Trustees of the University for erection and equipment of a building for Mechanical Engineering. This building has been completed. The amount stated in account represents delayed payments on subscriptions, and is to be transferred to General Account to reimburse for advances during construction.....	275.00	275.00
Cash.....		
<i>1919 One Hundred Thousand Dollar Fund:</i>		
Gifts of various persons towards a fund authorized by the Trustees of the University, the proceeds, principal and interest, usable for grounds and buildings and for general purposes.....	3,202.00	3,202.00
Cash on hand for investment.....		
	<u>\$13,110.57</u>	<u>\$13,110.57</u>

## SUMMARY.

<i>Principal of Funds</i>		
Funds not confined to building purposes.....	\$38,836.77	
Building Funds.....	13,110.57	
<i>Investment of Funds</i>		
Bonds.....		\$30,423.75
Trust Notes.....		5,000.00
Deed of Trust.....		7,179.32
Accrued Interest.....		4.00
		<u>\$42,607.07</u>
Cash.....		9,340.27
	<u>\$51,947.34</u>	<u>\$51,947.34</u>



EXHIBIT "P."  
 ENDOWMENT AND EXECUTORY TRUST FUNDS, INCOME AND EXPENSE.  
 For the year ended August 31, 1919.

	Balance Aug. 31, 1918.		Year ended Aug. 31, 1919.		Balance Aug. 31, 1919.	
	Debit.	Credit.	Expense.	Income.	Debit.	Credit.
<i>General Endowment Funds:</i>						
Congressional Professorship of English Fund.....		\$258.28	\$258.28	\$270.55		\$270.55
Corcoran Endowment Fund.....		1,181.36	1,181.36	1,237.51		1,237.51
Elton Professorship Fund.....		346.15		187.88		534.03
Alumni Professorship of Mathematics Fund.....		34.01		35.62		69.63
Withington Scholarship Fund.....		97.77		16.32		114.09
Kendall Scholarship Fund.....		428.79	278.00	193.25		344.04
Davis Scholarship Fund.....	69.56			1.71	\$67.85	
Powell Scholarship Fund.....		1,795.57	2,780.59	2,000.03		1,015.01
H. H. Carter Scholarship Fund.....	206.25				206.25	
Nellie Maynard Knapp Scholarship Fund.....		262.03		128.84		390.87
Cooper Medical Research Fund.....		2,867.83	1,026.11	429.45		2,271.17
National Park Seminary Hospital Endowment Fund.....		230.80		21.47		252.27
Woodbury Hospital Endowment Fund.....		373.83	373.00	411.56		412.39
Chapman Hospital Endowment Fund.....		98.79	2.32	52.65		149.12
Tree Hospital Endowment Fund.....		392.14	392.00	429.45		429.59
Davis Prize Fund.....		61.17	30.75	30.06		60.48
Ruggles Prize Fund.....	40.50				40.50	
Fitch Prize Fund.....	82.01				71.87	
Walsh Prize Fund.....		116.45		10.14		129.33
Cutter Prize Fund.....		81.11	40.00	42.88		84.06
Hubbard Prize Fund.....	9.03		40.00	42.95		
Sterrett Prize Fund.....		42.19	15.75	19.59	6.08	
Ordronaux Prize Fund.....		62.97	100.00	174.40		46.03
						137.37

*Executory Trust Funds:*

Mayer Hospital Fund.....	321.43	60.94	165.04	486.47
Denman Law School Fund.....	60.94	603.37	94.30	94.30
Law School Fund.....	603.37	126.36	572.90	572.90
Jacques Law School Fund.....	126.36	225.66	336.22	336.22
Jacques Medical School Fund.....	225.66	140.00	214.24	214.24
Law School Building Fund.....	140.00	25.00	313.58	313.58
General Building Fund.....	25.00	86.09	36.61	36.61
Endowment Restoration and Accretion Fund.....	86.09		93.88	93.88
Administration Building Fund.....			39.29	39.29
Isabel P. Anderson Fund for Filipino Students.....			8.30	8.30
1919 One Hundred Thousand Dollar Fund.....			200.00	200.00
Less Balances.....	\$407.35	\$10,320.09	\$7,823.62	\$392.55
		407.35	7,785.58	
Net Balances.....		\$9,912.74	\$38.04	\$9,950.78

*Summary.*

Unexpended Income, Cash on Hand September 1, 1918.....	\$9,912.74
Income for year:	
Endowment Funds.....	\$5,749.26
Executory Trust Funds.....	2,074.36
Total.....	7,823.62
Expenses for year:	
Endowment Funds.....	6,518.16
Executory Trust Funds.....	1,267.42
Unexpended Income, Cash on Hand August 31, 1919.....	\$9,950.78





## Form of Bequest.

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### FOR EXECUTORY ENDOWMENTS.

"I give and bequeath to the GEORGE WASHINGTON UNIVERSITY, of Washington, D. C., the sum of .....dollars, free from legacy duty or tax, the same to be used as its Board of Trustees may determine.

### FOR GENERAL ENDOWMENTS.

"I give and bequeath to the GEORGE WASHINGTON UNIVERSITY, of Washington, D. C., the sum of .....dollars, free from legacy duty or tax, the principal to be invested, and the income only to be used as its Board of Trustees may determine.



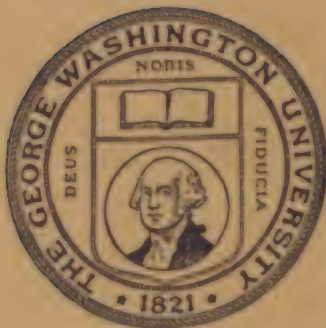


*Alfred F.W. Schmidt*

# George Washington University

WASHINGTON, D. C.

SUMMER SCHOOL  
ARTS AND SCIENCES



Reprint from Catalogue 1918-1919  
March, 1919





# GEORGE WASHINGTON UNIVERSITY

## SUMMER SCHOOL ARTS AND SCIENCES

1919

REPRINTED FROM THE UNIVERSITY BULLETIN  
CATALOGUE NUMBER, MARCH, 1919





# SUMMER SCHOOL ARTS AND SCIENCES

1919

## CALENDAR

- June 18-30 Registration period, 10-12 a. m.; 4-6 p. m.  
 June 23 *Monday*—Instruction begins in the three-credit courses coming at 7.45 a. m. and in all the afternoon classes.  
 June 30 *Monday*—Instruction begins in the two-credit courses coming in the forenoon.  
 July 4 *Friday*—Holiday.  
 July 5 *Saturday*—Classes meet at the usual hours.

## FACULTY

WILLIAM MILLER COLLIER, A.M., LL.D.. President of the University  
 WILLIAM CARL RUEDIGER, Ph.D.... Director of the Summer School

LEVI RUSSELL ALDEN, A.M..... Assistant Professor of History  
 GERTRUDE RICHARDSON BRIGHAM, Ph.D.,

Instructor in Archaeology and History of Art

THOMAS BENJAMIN BROWN, Ph.D.. Assistant Professor of Physics

DE WITT CLINTON CROISSANT, Ph.D..... Professor of English

WALTER S. DEFFENBAUGH, A.M..... Instructor in Education

HENRY GRATTAN DOYLE, A.M.,

Assistant Professor of Romance Languages

SHEPHERD IVORY FRANZ, Ph.D., M.D.,

Professor of Experimental Psychology

CHARLES EDWARD HILL, Ph.D..... Professor of Political Science

HARRY GRANT HODGKINS, A.B..... Instructor in Mathematics

HOWARD LINCOLN HODGKINS, Ph.D.... Dean of the Department of  
 Arts and Sciences and Professor of Mathematics

ELMER LOUIS KAYSER, A.M..... Instructor in History

ROBERT RUSS KERN, A.B..... Professor of Economics

CLARENCE CAMERON KOCHENDERFER, A.M.,

Assistant Professor of Commerce

CHARLES ELMER RESSER, Ph.D..... Instructor in Geology

EDWARD ELLIOT RICHARDSON, M. D., Ph.D.. Professor of Philosophy

WILLIAM CARL RUEDIGER, Ph.D.,

Dean of Teachers College and Professor of Educational Psychology



ALFRED FRANCIS WILLIAM SCHMIDT, A.M. . . . Professor of German  
 OTIS DOW SWETT, S.B., LL.M. . . . Assistant Professor of Chemistry  
 WILLIAM ALLEN WILBUR, A.M., Litt.D.,

Dean of Columbian College and Professor of English

#### SCHEDULE OF CLASSES

The class on Re-education coming at 2.30 will begin on June 16, the two-semester-hour classes coming in the forenoon on June 30 and all the others on June 23. As a rule the two-semester-hour classes will meet five times a week for six weeks and the three-semester-hour classes six times a week for eight weeks. No classes will be held on Friday, July 4, but the six-week classes will meet on Saturday, July 5.

A. M.		Semester-hour	
7.45-8.40		Credits	
SII	English Composition	2	Dr. Brigham
S26	Elementary School Problems	2	Mr. Deffenbaugh
S2a	First-year Spanish	3	Professor Doyle
S45	History of Commerce	3	Professor Kochenderfer
SXXV	Shakespeare	2	Professor Wilbur
9-10			
SXXI	History of Art	2	Dr. Brigham
SI	Psychology	2	Professor Richardson
S26	American Poetry	2	Professor Wilbur
10-11			
S22b	History of Education	2	Mr. Kayser
S22	General Sociology	2	Professor Kern
S3	Logic	2	Professor Richardson
11-12			
S23	Social Problems	2	Professor Kern
SXXIII	Philosophy	2	Professor Richardson
S21a	Principles of Teaching	2	Professor Ruediger
P. M.			
2.30-3.30			
SXXIII	Re-education	1	Professor Franz
5.10-6.00			
S20a	American History	3	Professor Alden
S3a	General Physics	3	Professor Brown
S32	Types of Literature	3	Professor Croissant
S2a	First-year French	3	Professor Doyle
S1a	U. S. Government	3	Professor Hill
S4b	Trigonometry	2	Mr. Hodgkins
S46	World Politics	3	Professor Kochenderfer
S3	Geography	2	Dr. Resser

# SUMMER SCHOOL

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S1	Library Science	3	Professor Schmidt
S1	General Chemistry	6	Professor Swett
S7a	Conversational French 5.10-6.50	2	Mr. Teillard
S2	English Rhetoric 6.00-6.50	4	Professor Wilbur
S28	Nineteenth Century Poetry	3	Professor Croissant
S2b	First-year French (2nd semester)	3	Professor Doyle
SXXII	International Relations	3	Professor Hill
S4a	College Algebra	3	Mr. Hodgkins
S5	Medieval Institutions	3	Mr. Kayser
S1a	General Economics	3	Professor Kern
S40	Economic History of U. S.	3	Professor Kochenderfer
SIV	Conversational German 6.00-7.40	3	Professor Schmidt
S2	Geology 6-10	4	Dr. Resser
S2	Laboratory Chemistry	4	Professor Swett
S3	Organic Chemistry	4	Professor Swett
S7	Qualitative Analysis 6.50-7.40	4	Professor Swett
S4a	Second-year French 6.50-8.30	3	Professor Doyle
S2a	Laboratory Physics	2	Professor Brown

## OPPORTUNITIES

The opportunities for culture that may be enjoyed in Washington are unrivaled. The libraries, museums, and Government buildings are open daily for inspection and study, and both the city and vicinity are replete with places of historic interest. The knowledge of the nation's capital and its environs that may be gained during a six weeks' sojourn is alone no small part of a liberal education, and when this is combined with educational opportunities of the first order, the situation becomes ideal.

## WORK OFFERED

The courses offered are all of college grade, are given by regular members of the faculty or others experienced in college teaching, and represent essentially all the subjects of study found in the Department of Arts and Sciences.

Courses which open with less than six students may be withdrawn. If courses not announced in this Bulletin are desired an effort will be made to provide them.



## ADMISSION

No entrance examinations or certificates of work completed in secondary schools will be required for admission to the Summer School, but no student will be allowed to register for any except an elementary course until he has given evidence satisfactory to the instructor concerned or to the Director that he is qualified to pursue the course to advantage.

## REGISTRATION

The Director's office, 2023 G Street, N. W., will be open to receive registrations from 10-12 A. M. and 4-6 P. M., after June 18. Registration for courses, changes in registration, and the dropping of courses must all be arranged through the Director's office.

## CREDIT

The units of credit in semester hours carried by the several courses are indicated both in the schedule of classes on pages 4-5 and in the descriptive outlines of the course on pages 7-12. A semester-hour of work is the equivalent of a course meeting once a week throughout a semester during the regular session of the University.

Work satisfactorily completed in the Summer School will be accredited toward a degree at George Washington University on the same basis as work completed during the regular session.

## CERTIFICATES

Certificates of attendance and of work satisfactorily completed will be issued on or about September 1.

## FEES

Tuition fee per semester-hour ..... \$6.00\*  
Laboratory fees:

Chemistry S 2, S 3, and S 7, each .....	\$10.00
* Chemistry S 20, \$15; S 21 .....	20.00
Physics .....	5.00
Breakage deposit in chemistry, the amount paid in excess of breakage to be returned, S 2, S 3, and S 7 each	10.00
Courses S 20, \$15; S 21 .....	20.00

The scholarships, University and Ministerial Aid available during the regular session are not applicable to the Summer School.

\*Except for those George Washington University students who paid \$5.00 per semester-hour during 1918-19.

## SUMMER SCHOOL

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### PAYMENT OF FEES

All fees are due upon registration and are payable at the Treasurer's Office, 2101 G Street. Students who find it impossible to pay their fees by July 3 should make special arrangements with the Director when they register. No certificate of attendance or of credit will be issued unless all fees have been paid.

Students who are compelled to withdraw before the end of the session should promptly notify the Director, who will make a fair adjustment of the fees. No separate registration fee is charged but one dollar of the tuition fee may not be cancelled. As the fiscal year of the University ends August 31, no requests for refunds can receive consideration after that date.

### LIBRARY

The University Library, which is found in the first floor of the main building, will be open on school days from 8.45-12.15 and from 4-7, and on Saturday forenoons.

### COURSES OF INSTRUCTION

The letter S, meaning Summer, is prefixed to the numbers of courses to distinguish them from the courses offered during the regular session of the University. Courses corresponding approximately to those offered during the regular session are given corresponding numbers. Courses not so corresponding are assigned Roman numerals. The letters a and b following some of the numbers signify correspondence respectively to first and to second semester work of the regular session.

#### ART

**S XXI. *History of Art.*** An introductory course in the schools of painting and sculpture, from prehistoric to modern times, including especially Egyptian, Greek, Renaissance, intermediate, English, French, and American art.

Illustrated lectures. Visits to the National Gallery, the Library of Congress, and other collections. Special study may be arranged for advanced students. At 9. Two semester-hour credits. Dr. Brigham.

#### Chemistry

**S 1. *General Chemistry.***—A series of illustrated lectures, accompanied by recitations and exercises, on theoretical, inorganic, organic, and technical chemistry. Daily at 5.10. Six semester-hour credits. Assistant Professor SWETT.

**S 2. *Laboratory Practice.***—A laboratory course for the study of the principles of chemistry and the method of conducting



chemical experiments. Daily 6-10. Four semester-hour credits. Assistant Professor SWETT.

(NOTE: Courses S 1 and S 2 should be taken together. Courses S 20, *Qualitative Analysis*, six semester-hour credits, and S 21, *Quantitative Analysis*, eight semester-hour credits, will be given if demanded.)

S 3. *Organic Experiments and Inorganic Preparations*.—First twelve periods, experiments in organic chemistry; last eighteen periods, syntheses of inorganic compounds. Daily 6-10. Four semester-hour credits. Assistant Professor SWETT.

S 7. *Qualitative Analysis*.—A brief course intended primarily for students in engineering. Daily 6-10. Four semester-hour credits. Assistant Professor SWETT.

#### Economics and Sociology

S 2a. *General Economics*.—An outline course in the principles of political economy, devoted mainly to the study of the processes of fixing market prices and to a study of the problems of rent, interest, wages, and profits. Daily at 6. Three semester-hour credits. 45 periods. Professor KERN.

S 22. *General Sociology*.—An outline course in the principles of sociology devoted mainly to the study of the organization of society, the social systems, their functions, efficiencies, and programs for their development period. At 10. Two semester-hour credits. Professor KERN.

S 23. *Modern Social Problems*.—A further analysis of modern social conditions with special studies of current questions in sociology. Prerequisite, the course in general sociology. At 11. Two semester-hour credits. Professor KERN.

S 40. *Economic History of the United States*.—Conditions that led to the colonization of this continent; growth of industry, agriculture, commerce, transportation, labor and capital; industrial and commercial problems of to-day. Daily at 6. Three semester-hour credits. 45 periods. Assistant Professor KOCHENDERFER.

S 45. *History of Commerce*.—The rise and progress of commerce from antiquity to modern times, with particular emphasis on the effects of commerce on civilization and the relations between commercial and political development. Daily at 7.45. Three semester-hour credits. 45 periods. Assistant Professor KOCHENDERFER.

S 46. *Economic Background of World Politics*.—The economic development of Europe during the past hundred years; rival imperial ambitions in the Far East, the Balkans, etc.; economic issues leading up to the world war; immigration, socialism, social reform measures, social insurance, agrarian problems. Daily at

5.10. Three semester-hour credits. 45 periods. Assistant Professor KOCHENDERFER.

#### Education

S 21a. *Principles of Teaching*.—A course in the principles underlying the teaching process: Vitalizing instruction, motivation, the types of subject-matter, class-room procedure, educational guidance. At 11. Two semester-hour credits. Professor RUEDIGER.

S 22b. *History of Modern Education*.—A study of the development of educational theories and methods since the Renaissance. At 10. Two semester-hour credits. Mr. KAYSER.

S XXIII. *Re-education*.—A course on the needs, possibilities, methods and results of re-education for reconstruction aids and others interested in education for defects. Among the topics treated are: Needs and principles of re-education, psychology and pedagogy of habit formation, education of speech defectives, the deaf and dumb, the blind, the maimed, the paralyzed, the nervous and the psychotic.

This course is given in cooperation with the First National Service School, 1606 20th Street, N. W., whose Fourth Encampment will be held in Washington June 15-July 5. The fee for students of the Encampment will be covered by the general fee paid to the Service School; for others a special fee of five dollars for the course has been set.

Fifteen lectures, beginning June 16 and closing July 3. One semester-hour credit. At 2.30. Professor FRANZ and special lecturers.

S 26. *Elementary School Problems*.—A practical course for elementary school teachers and supervisors. Among the problems considered are: school discipline, classroom organization, methods of teaching. Text, collateral reading, and discussion. Much use is made of the chapters on Instruction in school survey reports. At 7.45. Two semester-hour credits. Mr. DEFFENBAUGH.

#### English

S 2. *English Rhetoric*.—A course covering the entire text of English Rhetoric. 5.10-6.50. Four semester-hour credits. Professor WILBUR.

S II. *English Composition*.—Practice in self-expression; correction of common errors; facility in writing; methods of research; the short story. Theme work, class discussion, and lectures. Special help for personal needs. At 7.45. Two semester-hour credits. Dr. BRIGHAM.

Note. The completion of course S 2 and S II together will be



accepted in full satisfaction of the curriculum requirement in Freshman English.

S XXV. *Shakespeare*. The English Historical Plays.—King John, King Richard II, King Henry IV, pts. 1, 2, King Henry V, King Henry VI, pts. 1, 2, 3, King Richard III, King Henry VIII. At 7.45. Two semester-hour credits. Professor WILBUR.

S 26. *American Poetry*.—Studies of American ideals as revealed in poetry. At 9. Two semester-hour credits. Professor WILBUR.

S 28. *Nineteenth Century Poetry from Browning to Rupert Brooke*.—Lectures and reading. Daily at 5.10. Three semester-hour credits. 45 periods. Professor CROISSANT.

S 32. *Types of Literature*. Lectures on the types and principles of literature with collateral reading. Daily at 6. Three semester-hour credits. 45 periods. Professor CROISSANT.

#### French

*See Romance Languages*

#### Geology

S 2. *Geology*.—Systematic geology; dynamical, structural and stratigraphical. The course is designed to form a part of a general-culture course, or a preliminary course for those intending to make a specialty of geology. It includes lectures, recitations, laboratory and field work so far as hours will permit. Paleontology is treated as a branch of geology, having especial reference to stratigraphy and correlation. Text-book: Cleland's *Geology*. 6.00-7.40. Four semester-hour credits. Dr. RESSER.

S 3. *Principles of Geography*.—The course considers the phenomena of the earth as a whole, the interrelations of these phenomena and their influence upon human affairs. It includes a study of the general geographical principles, including those of physiography and climate, and their application. At 5.10. Two semester-hour credits. Dr. RESSER.

#### German

S IV. *Conversation and Rapid Reading*. This course is open to students who have had one year of college German or its equivalent. Daily at 6. Three semester-hour credits. 45 periods. Professor SCHMIDT.

S 2a. *First-Year German*, S 6a *Second-year German*, or S 8a *Third-Year German* will be given if requested by at least six students.

#### History

S 20a. *American History*.—A study of the development of American nationality from the adoption of the constitution through



the first half of the nineteenth century. Text-books, lectures, and reports. Daily at 5.10. Three semester-hour credits. 45 periods. Assistant Professor ALDEN.

S 5. *Medieval Institutions*.—A general survey of medieval life with special reference to the culture and the institutional development of the Middle Ages. Daily at 6. Three semester-hour credits. 45 periods. Mr. KAYSER.

#### Library Science

S 1a. *Principles of Library Science*. This course is designed to cover the general principles of library science and will consist of practical work as well as lectures. Daily at 5.10. Three semester-hour credits. Professor SCHMIDT.

S 1b. A continuation course extending beyond the regular session of the Summer School will be offered either in general principles or along special lines. Special work may be arranged for advanced students. Three semester-hour credits. 45 periods. Professor SCHMIDT.

#### Mathematics

S 4a. *College Algebra*.—Bowser's College Algebra. Ratio and proportion. Chapter XVI to the end of the book. Daily at 6. Three semester-hour credits. 45 periods. Mr. HODGKINS.

S 4b. *Plane Trigonometry*.—Crocket's Trigonometry. All of plane trigonometry. At 5.10. Two semester-hour credits. Mr. HODGKINS.

NOTE. These courses will be duplicated respectively at 9 and at 10 by Professor HODGKINS if the demand justifies.

#### Philosophy and Psychology

S 1. *General Psychology*.—An introductory study of the principal facts and laws of the mental life. At 9. Two semester-hour credits. Professor RICHARDSON.

S 3 *Logic*.—The principles of deductive and inductive inference. At 10. Two semester-hour credits. Professor RICHARDSON.

S XXIII. *Introduction to Philosophy*.—A course, designed for beginners in philosophy, dealing with the nature of philosophy, the principles underlying it, and the principal theories that have arisen in the development of philosophic thought. This course is intended to give a general survey of the subject and to lead to more advanced work. At 11. Two semester-hour credits. Professor RICHARDSON.

#### Physics

S 2a and S 2b. *Laboratory Physics*. Either (a) or (b) may be taken, but not both. 6.50-8.30. Two semester-hour credits for either. Assistant Professor BROWN.

S 3a. *Introductory General Physics*. Mechanics, heat, and



electrostatics. Daily at 5.10. 45 periods. Three semester-hour credits. Assistant Professor BROWN.

#### Political Science

S 1a. *Government of the United States*.—This course includes a brief study of the factors that led to union among the colonies, of the second Continental Congress, the Articles of Confederation and of the organization and functions of the federal government. Daily at 5.10. Three semester-hour credits. 45 periods. Professor HILL.

S XXII. *Our International Relations*.—A study of the place of the United States in the family of nations: The historical setting of our leading treaties, a sketch of the negotiators and their work, the bearing of the terms of the treaties on later events. Daily at 6. 45 periods. Three semester-credits. Professor HILL.

#### Romance Languages

##### French

S 2a. *First-Year Course*.—Essentials of French grammar, drill in pronunciation; oral and written composition; translation of modern French prose. For beginners. Fraser and Squair's French Grammar (Heath). Daily at 5.10. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

S 2b. *First-Year Course*—(Second Semester.) Open to students who have had one year of high school French or one semester of college French. Daily at 6. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

S 4a. *Second-year Course*.—Review of French Grammar (Fraser and Squair's French Grammar, Heath); oral and written composition; translation of modern French prose. First text, Sarcey's *Le Siege de Paris* (Heath); others to be announced. Open to students who have received credit for one year of College French, or its equivalent. Daily at 6.50. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

##### Spanish

S 2a. *First-Year Course*.—Elements of Spanish Grammar; drill in pronunciation; oral and written composition; translation of modern Spanish prose. Texts: Hills and Ford's *First Spanish Course* (Heath); De Vitis' *Spanish Reader* (Allyn & Bacon). Daily at 7.45. 45 periods. Three semester-hour credits. Assistant Professor DOYLE.

S 3a. *Second-Year Course*.—If six or more students apply, a course in second-year Spanish will be provided, with special attention to conversation and commercial correspondence, if desired. 45 periods. Three semester-hour credits.



